DOCUMENT RESUME

ED 244 712 JC 840 320

AUTHOR Rassweiler, Anne D., Ed.; Hylander, Joan W., Ed.
TITLE Proceedings of the Community College Humanities Association, Number 5, 1983-1984.
INSTITUTION Community Coll. Humanities Association, Cranford, NJ.
PUB DATE 84
NOTE 87p.
AVAILABLE FROM Community College Humanities Association, Union County College, 1033 Springfield Ave., Cranford, NJ 07016.
PUB TYPE Collected Works - Conference Proceedings (021) -- Viewpoints (120)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Colleges; *Educational Objectives; *Humanities; *Professional Associations; Two Year Colleges
IDENTIFIERS *Community College Humanities Association

ABSTRACT

The keynote address before the Community College Humanities Association (CCHA) Central Division Conference is presented in this publication along with a series of reports reflecting the activities of the CCHA for 1983-84. In his address entitled "Born Again Humanities or Here Comes the Sun," Landon C. Kirchner discusses the incipient rebirth of the humanities in the nation's community colleges and indicates why it will be necessary for the humanities to recover their unique character before they can take advantage of this revival. The next sections focus on the activities of the CCHA's Central, Eastern, Pacific-Western, Southern, and Southwestern Divisions, providing for each division a summary of the annual regional meeting, a president's report, and minutes of the division business meeting. Next, the minutes of the CCHA Board of Directors Meeting are presented, offering division and committee reports. The following sections contain a bulletin of upcoming events, a list of CCHA general endowment fund contributors, a list of the honors and awards received by CCHA members, and a list of the association's members. The constitution of the CCHA and a list of standing committee members conclude the report. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244712

PROCEEDINGS

of

THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Number 5

1983-1984

JC 840 320

Contains

CCHA Membership List and Constitution

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Schmeltekopf

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Editors

Anne D. Rassweiler
Joan W. Hylander

Community College Humanities Association
BOARD OF DIRECTORS

Mary Alice Brumbach, Brookhaven College (TX), president, Southwestern Division
Arthur M. Cohen, University of California at Los Angeles (CA)
Judith Eaton, Community College of Philadelphia (PA)
Thomas Lambeth, Z. Smith Reynolds Foundation (NC)
Gloria Monteiro, Montgomery College (MD), president, Eastern Division
Gaines Post, Jr., Claremont-McKenna College (CA)
Anne D. Rassweiler, executive director, *ex officio*
Gerald Riedling, Jefferson Community College (KY), president, Southern Division
Donald D. Schmeltekopf, Union County College (NJ), on leave to the National Endowment for the Humanities, chairman
Evelyn Shields, Delta College (MI), president, Central Division
Polly Zanetta, Olympic College (WA), president, Pacific-Western Division

CCHA National Office
Elizabeth Barnes, Administrative Assistant
Joan Hylander, Assistant Director

© 1984
CCHA
Union County College
1033 Springfield Avenue
Cranford, NJ 07016
(201) 276-8136

PROCEEDINGS OF

THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

TABLE OF CONTENTS

Born Again Humanities or Here Comes the Sun 1
Landon C. Kirchner

Proceedings of the Annual Meetings
- Division Meetings 15
- Board of Directors Meeting 35
- Financial Statement 42
- Reports of Standing Committees 43

Bulletin
- Announcements 48
- Conferences 48

CCHA General Endowment Fund Contributors 51
Awards and Honors Received by CCHA Members 52
Institutional Members 55
Membership List 55
Constitution of the Community College Humanities Association 77

Born Again Humanities or Here Comes the Sun

Landon C. Kirchner

The subject of this address is the incipient rebirth of the humanities in our nation's community colleges. I will attempt to detail and analyze the conditions which promise to give impetus to this rebirth, and to indicate why I believe it will be necessary for the humanities to recover their unique character before they can take advantage of the new life they may experience. The message is one of revival not despair, and for this reason I call the first part of the address "HERE COMES THE SUN."

I

There are very clear and present signs that a revitalization of humanities education in community colleges is about to take place, and these signs are contained, I believe, in three states of affairs. First, there is the national clamor for improvement in our nation's educational system, commonly labeled the "call for excellence." Secondly, there is an emerging movement toward the reestablishment of general education for all higher education participants. And finally there is an increasing disillusionment with narrow vocationalism.

Perhaps the most widely publicized of the harbingers of an improved situation is the much repeated call for excellence in education. In addition to the heralded Adler Paideia Proposal, this year alone we have seen the issuance of at least six major reports on the state of education in America.

1. The National Commission for Excellence in Education issued in April, A Nation at Risk: The Imperative for Education Reform. The report makes five general recommendations: stiffer graduation requirements, higher standards, longer school days and years, better teacher preparation including the establishment of master teachers, and holding educators and elected officials responsible for these reforms.

Landon C. Kirchner, Director of Humanities and Social Science Division at Johnson County Community College (KS).

The Report recommends that the minimum requirement for graduation from high school be completion of Five New Basics: (a) four years of English; (b) three years of mathematics; (c) three years of science; (d) three years of social studies; and (e) one half-year of computer science.

You will not be surprised to hear that the National Center for Education Statistics issued a report last month (September) indicating that fewer than 3 percent of last year's high school graduates met these recommendations.

The Commission also recommends that students achieve proficiency in a foreign language, but less than 2 percent of last year's graduates had studied a foreign language for two years.

2. The College Board, Project Equality: Academic Preparation for College: What Students Need to Know and Be Able to Do (May 1983). The report specifies six basic academic areas: English, the arts, math, science, social studies, and foreign language, and describes basic competencies necessary for college bound students.

(Can you imagine how startling it would be for the art historian to discover a freshman student who didn't think a Cubist painting was one done by a Cuban?)

3. Making the Grade, (May 1983) from the 20th Century Fund Task Force on Federal Elementary and Secondary Education Policy, calls for more federal aid for education of the poor and handicapped and new funding for master teachers. It urges national emphasis on English proficiency and scientific literacy.

4. Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools (June 1983) from Education Commission of the States, recommends improving school leadership and management, career ladders for teachers, more demanding requirements, and quality assurance through competency testing of students and teachers.

5. The Carnegie Foundation for the Advancement of Teaching, High School, addresses the current state of secondary education and recommends strengthening connections among high schools, colleges and the work place. More will be said about this report later.

6. A Place Called School, Study of Schooling, John Goodlad, director, summarizes Goodlad's eight-year study and recommends creating "head teachers" (I suppose that having tried the other end, that makes some sense) requiring a core curriculum, ending the tracking system and starting children earlier and releasing them later.

Finally we have yet to look forward to in the spring of 1984, Redefining General Education in the American High School, from the Association for Supervision and Curriculum Development. And surely there will be more to come.

We are also witnessing a changing emphasis on the part of funding agencies, most notably the National Endowment for the Humanities. Under the leadership of Chairmen William Bennett, the Endowment reorganized its Division of Education and revised its program guidelines to emphasize study in the traditional humanities disciplines (history, literature, philosophy, and languages), and increased demands upon student performance, as evidenced by,

> a) stiffening grading practices, b) strengthening graduation requirements, c) heightening expectations that students achieve mastery of subject matter as well as facility in expository writing, d) evaluating the level of reading with an emphasis on classic texts, and e) raising college admissions standards.[1]

All of this is welcome news for community college humanists precisely because it signals a moving away from the adaptive model we have been operating under for the last 15 years to a return to the more selective model.

The humanities, of course, prosper with the selective model of higher education, since students are required to adapt themselves to the curriculum and not the other way around. The employment of the materials and content of high culture can be justified in a selective paradigm, since the rigor and unfamiliarity of the material constitutes an appropriate sorting mechanism to weed out those with weak intellectual skills.

Under the adaptive paradigm, education must accommodate itself to the needs and skills of the learner. In an educational establishment which has been overbuilt, and where there are declining social incentives for attending college (and therefore declining enrollments), one can hardly expect a flourishing of a curriculum of high culture which the humanities represent.

Essentially, the last fifteen years have eroded the strength of the humanities because humanities teachers have had to scramble to develop an appeal for audiences through accommodation to the immediate concerns and needs of students. Within the call for excellence is an implicit reinforcement for the value of the traditional curriculum and more demand upon student performance. All of these offer hope for the restoration of the humanities to a central place in the curriculum in a non-accommodative posture.

---

[1]William J. Bennett, "The Role of NEH in Education Excellence," Humanities, Volume Four Number 4, Sept, 1983.

Humanists can also take hope in the increasingly urgent demand for better teacher preparation. While this movement is inseparable from the call for excellence, it constitutes an equally clear opportunity for the re-emergence of humanities in the curriculum.

The situation in our profession is in a word deplorable. In 1981-1982 the national average salary for a beginning public, elementary or secondary school teacher with a bachelors degree was $12,769. Even worse is the finding by the Carnegie Foundation (High School) that the gap between teachers and other white-collar professionals widens the longer one stays in the profession. Moreover, teachers are losing ground with the economy as a whole. In the past decade total personal income rose by 171 percent in current dollars but only 17.8 percent in real dollars. Teachers' salaries in that period increased 102 percent in current dollars. In real dollars, they decreased 12.2 percent. Over this same 10-year period, 1972-1973 to 1982-1983, per pupil expenditures in real dollars were 22.5 percent higher. Obviously teachers' salaries have not contributed much to the increase in the cost of education during that period.

Is it any wonder that fewer and fewer college students are identifying education as a major? And those who do are very definitely not among the most talented academically. In 1972 prospective education majors scored 27 points below the national average on SAT verbals and 32 below on math. Last year these averages fell to 32 and 48 respectively.

While the president calls for merit pay for teachers as a solution to the "rising tide of mediocrity" in the schools, teacher colleges have begun to stiffen admission standards and curricula in order to attract better students. In many cases this means more humanities courses are required as the demand for better educated teachers leads to a stronger general education component. According to the National Center for Education Statistics 'Survey of Teacher Education: Perceptions of Methods of Improvement," 70 percent of education department heads considered additional general education requirements highly or moderately important and 79 percent indicated that teacher candidates should study more language skills. Eighty-four percent of 423 schools out of the 1,206 that offer teacher training indicated that they have made their curricula more rigorous in the last five years.

But as Ernest Boyer notes in his interview in the September AAHE Bulletin, it is fruitless to increase teacher training requirements without doing something about the conditions which discourage entrance into the occupation, in particular, low salaries, excessive regimentation, poor working conditions, and low esteem for the profession.

The Movement for General Education

Teacher education is not the only area in higher education that is moving toward the re-establishment of general education. Community colleges across the country are re-examining their curricula with an eye to developing a more coherent sense of mission, and not only in their transfer programs. From Miami to Los Angeles the leaders in community college education are calling for a re-definition of the associate degree and a re-examination of the role of compensatory and career education.

Much of this movement has to do with tighter fiscal conditions and consequently with the issues of quality and access. The boom period for community colleges is clearly over, and public and legislative enamorment with open-door, easy-access, multi-purpose, local-based education is on the wane.

Reports like the Kissler study, which indicated that only five percent of the students enrolling in California community colleges actually transferred, did little to enhance the image of community colleges despite a spate of attempts to show that community colleges actually satisfy the expectations of students attending them. One of which, the Sheldon, Grafton paper. "Everything you always wanted to know about California community college students . . . and thought you already did," California Higher Education, identifies eighteen separate categories for types of students who attend community colleges and is worth reading if you haven't already done so.

While we can certainly applaud the movement toward general education in community colleges and the beneficial results it is likely to have for the humanities, I believe we should be aware of the social implication of this movement. It may well signal a retreat from the egalitarian purposes of the community college.

I think it is not without significance that the return to a selective traditional paradigm has taken place primarily in areas where large populations of minority and otherwise educationally disenfranchised students are attending community colleges. The general education program at Miami-Dade had immediate impact upon the numbers of minority and immigrants attending that college. And it is at least worth worrying over that the newly established Ford Foundation program of grants or unencumbered awards to community colleges who strengthen requirements or improve the quality of academic instruction has to date concentrated on community colleges in urban areas with large numbers of low-income and minority students.

Naturally, the rhetoric surrounding the Ford Foundation program and the emphasis upon general education expresses laudable goals. If such programs do increase the success rate of transfer intending students, especially low-income and minority students, then they will serve a commendable goal. However, having seen how the sorting mechanism of the public educational system has worked in the past, we would do well to keep an eye on how well the expressed goals are achieved and the impact such curricular efforts have on various social groups.

Clearly one of the lessons learned from the heydays of higher education in the 1960's was that low income group students tend to be more viscerally oriented than middle class students, who have learned to relate to abstract, conceptual language and instruction. The difference, no doubt, having much to do with the order of needs each population deals with regularly. The higher culture does not speak directly to either the experience or needs of low income group students, and consequently constitutes an alien, often excessively European, culture to be mastered as a stepping stone to assimilation.

Now we have surely witnessed the tremendous power of public education in America to accomplish this assimilation. I think that in this respect our public education system has been arguably the most successful system in the world. And where it has succeeded in elementary and secondary levels, it may also succeed at the higher education level, but we should not take it as a given that the situations are identical or even that the motivating factors are the same.

I believe that educators show too little awareness of the connection between educational fashions and national social policy, and we would do well to try and identify the social and political motives and consequences of both the call for excellence and the movement toward general education.

Declining Vocationalism

Nowhere is this tie between educational priorities and national social policy more evident than in the third contribution to the improving position of the humanities, the decline of vocationalism.

Of course, much of the current depressed state of the humanities in community colleges can be, and is commonly, attributed to the rise of vocational education. This movement was given considerable impetus by the Nixon administration and can be seen to be as much a backlash against student protests (and consequently higher education) as a conscious policy of redirecting the labor force into labor short occupations.

Nixon's Commissioner of Education, Sidney P. Marland, began this career education movement in earnest in 1971 when he earmarked discretionary funds of the Office of Education for the development of model career programs in the high schools. In 1971 and 1972, $100 million of these funds went into the program.

In an article entitled "The Condition of Education in the Nation" which appeared in the April 1971 issue of American Education, Marland stated,

> We must eliminate anything in our curriculum that is unresponsive to either of these goals (higher education and employment), particularly the high school anachronism called "the general education curriculum".

Marland argued that career education would be one solution "to some of our serious social and economic problems, including high unemployment and the attendant problems of disaffection and drug excess among the young."

Even higher education was admonished to begin orienting education to a career model, and the real hope for this was the community college. Marland saw that community ties with local business made it possible for the community college to gear its programs to the needs of the labor market.

For a detailed examination of the Nixon administration's role in this, I commend to you a book by Joel Spring called The Sorting Machine: National Educational Policy Since 1945.

Let me say that our own community college leadership was not passive in the conversion to career education. A leader in this movement was AACJC, which, through support of the Kellogg Foundation, worked diligently to make career programs the special province of community colleges and resisted any effort to view community colleges as transfer institutions.

As noted by John Lombardi in The Decline of Transfer Education, a topical paper done for ERIC Clearinghouse for Junior Colleges, as late as 1979 one could find among the 15 programs in progress at AACJC not one specificially related to the transfer function. I think it is fascinating that these are the same people who are beating the drum currently for liaisons with business, a thinly disguised movement to transfer the training requirements of business and industry to the public sector.

Of course, as we well know, the Nixon/Marland/AACJC program has succeeded amazingly well. The present-mindedness, materialism, and demand for career education appear to be at all time highs among current students, and concerns for the quality of life and social justice at all time lows. Alexander Astin, a professor of higher education at the University of California, Los Angeles, has conducted annual

studies of college freshmen since 1966, and he reports that the percentage of students who valued "developing a philosophy of life" dropped from 82.5 percent in 1968 to 46.7 percent in 1982.

And there is no lack of interest on the part of private education as well as public colleges to satisfy this careerism. Witness this ad clipped from the Kansas City newspaper for Platt College that claims, "We don't offer any courses unless they relate to a future career." This appears under a bold banner "NOT ALL COLLEGE COURSES ARE USELESS." The six programs they offer are Data Processing, Secretarial, Accounting, Word Processing, Drafting and Design, and Travel and Tourism. With the possible exception of the latter one, I would venture a guess that 90 percent of the colleges represented here this evening offer these same programs.

But, of course, curricula tied to immediate labor needs are bound to be outdated by changing factors of supply and demand, and it is apparent that vocational education has run its course in its present form. Not only has it become clear that the most pressing skill needed is once again in science and advanced technology, rather than in lower level technologies, but also that many of the markets so heavily in demand only a few years ago have been saturated.

In fact, labor need predictions for the 1990's paint a scenario of increasing polarization of workers into the unskilled and the highly trained and educated managers of information and industrial technology with a dramatic decline in the numbers of people in the middle class. The most needed categories of workers will be orderlies, nurses aides, secretaries, janitors, and fast food servers.

You may regard this prediction with the same low esteem one attaches to futurists' prognostications, but let me offer you some sobering evidence. The economic value of an education had increased fairly steadily until 1969 which marked the end of the post World War II strength in this market. At this point it took a downturn from which it has recovered only in the last five years and only in some selected professions.

A very telling statistic on the economic value of education is the ratio of annual incomes of college educated workers to annual incomes of high school educated workers. In 1969 for those with bachelor's degrees it was 1.24, in 1974 it fell to 1.09, and in 1981 it stood at 1.10. For doctorates it was 2.18 in 1969, 1.78 in 1974, and 1.80 in 1981. In other words, those with bachelor's degrees experienced a 14 percent drop in relative annual income compared to non-college educated workers in the twelve years from 1969-1981 and those with doctorates experienced a 38 percent decline.[2]

---

[2]Richard Freeman, "The Overeducated American in the 1980's: A Report to the National Commission on Student Financial Assistance," Higher Education Marketing Journal, Summer, 1983.

Even more revealing is the measure of employment opportunity for college educated workers. The proportion of workers with four or more years of college who were able to find employment in professional jobs has fallen steadily, 60 percent in 1969, 54 percent in 1975, and 52 percent in 1979 for men, or a loss of 9 percent professional employment in a decade, while for women the loss is even more severe, from 81 percent in 1969 to 65 percent in 1979, or 16 percent.

Looking at new graduates over the last two decades, the trend away from professional employment is even more clear. During the period from 1952 to 1968 the number of college graduates in the labor force grew by 4,017,000 and the number obtaining professional jobs grew by 2,915,000, a rate of 73 percent. From 1972 to 1982 the number of college graduates in the labor force grew by 5,353,000, but the number finding professional jobs grew by only 2,292,000, a 43 percent rate.

Now the question you are no doubt asking yourself is why this is considered to be good news for the humanities? Clearly we have a pattern of increasing underemployment of college graduates, and this should act as a discouragement to college attendance rather than a reason for students to study the humanities. The critical factor is that while underemployment is a problem for college educated workers, unemployment apparently is not. Figures from the U.S. Bureau of Labor Statistics indicated that in March 1982 the jobless rate among college graduates was only 3 percent compared to 8.5 percent for high school graduates. Looked at in another way the unemployment rate for professional and technical workers was 3.7 percent but among the blue-collar group, which has the lowest percentage of college trained workers, it was 16.3 percent.

What is evidently going on is that, in an increasingly rapidly changing labor market, a college degree is regarded as a measure of learning ability and is more likely to produce flexible individuals with problem solving abilities. This central fact is at the core of the disillusionment with narrow vocationalism. If there is one thing that I have heard repeated consistently in my consultations with community college occupational program advisory committees, it is that they believe they need a better quality of individual in their occupations to cope with rapidly changing technology and increasingly complex work environments, and they believe that a college education is the distinguishing characteristic in assuring this quality. Whether success in college produces the desired characteristics, or only certifies that the individual possesses them, is an issue to be debated, but it is clear that industry regards the college educated person as being better able to deal with learning new skills, taking initiative, and cooperating with fellow workers.

A college education is becoming important as a vehicle for improvement of the individual and not as professional training, an enormously significant fact for humanities educators and the

liberal arts in general. As work in America becomes more changeable, learning ability will determine one's employability, and in this respect narrow vocational programs have failed to satisfy the labor market. Wilbur Wilms has shown that not only do community college occupational program graduates have difficulty in finding employment in the field that they were trained (only 2 in 10 actually do, according to Wilms), but they are no more successful on the job than high school trained workers even after years of employment.

What does all this signal then for the humanities in community colleges? We are likely to see our colleges jump headlong into the demand for more stringent graduation requirements, more general education, and more rigor in the courses. The result is likely to be that humanities courses will be required of every degree seeking student and the sun will shine once more on the humanities.

II

The question we need to ask ourselves is whether there is anything left to shine upon in community college humanities programs, or have the bad times so devastated these programs that what will be born again is hardly worth the labor?

My work as a consultant has brought me in contact with more than a few efforts by humanities faculty to stem the decline of enrollments in humanities courses. I have seen them develop interdisciplinary courses, service courses for selected programs or occupations, thematic courses, mini-courses, cluster courses, developmental skills courses based on humanities skills, and humanities modules, and I have contributed to several of these efforts myself. In the process I have discovered that the humanities have been accommodated to so many audiences that they are scarcely recognizable as humanities. In practice and in content they often resemble purely descriptive studies, as though, careful to not give offense, they wish to imitate the sciences or social sciences.

As a reviewer of grant proposals for the Endowment, I have seen proposal after proposal call for the integration of ethics and occupational training without being able to recognize the difference between value-laden instruction and talk about value situations. The timerity of the proposers, and the banality of the expectations regarding student engagement of the issues, serve to demonstrate not only the naivete of the proposers as regards the prevailing value system, but a total absence of any point of view whatever on what is valuable and what is not.

I would be the last to say that ethics is easy or that moral choices are uncomplicated, but I believe that the humanities stand against anti-human characteristics and impulses in our culture, and that these are many and ubiquitous, so that finding a place to stand ought not to be all that difficult. The humanities, qua-humanities, and not as imitators of some-

thing else, require a certain form of practice and content which I suspect we have all but lost sight of, and which must be recovered if they are to be reborn.

Now I am not going to be presumptuous enough to stand here this evening and to offer a stipulative definition of the humanities which could be expected to satisfy everyone present. What I do intend to do is to emphasize two important features of the humanities which make them valuable, and in my mind different from other areas of inquiry, study, or practice.

We make much of the role of the humanities in preserving and transmitting culture, but we are in danger presently of ignoring that a more important feature has been the critique of culture. The critical dimension of the humanities is not located in a difference in methodology, as when we distinguish humanities and social sciences according to employment of quasi-scientific techniques of data gathering and quantitative analysis in the latter and the more reportive form in the former as it is practiced in literature, poetry, drama, and philosophy.

The difference is that when the humanities function in their own mode, and not as imitators of other forms of inquiry, they are essentially normative. They convey value judgments about human situations and predicaments. The humanities tell us what ought to be valued, not merely what is, and what is good for humankind, as well as what is significant, meaningful, and worthy of pursuance.

A second important feature that makes the humanities uniquely valuable is that when practiced well they are revelatory, that is, they present us with insights that reveal our common humanity as they reveal characteristics about our individual selves. They bring us a knowledge which is more than factual, it is a knowledge imbued with meaning, a kind of meaning that is so dear to us, because of its intimacy, that it cannot be grasped dispassionately.

It is a debasement of the humanities to practice them in a manner which eliminates either their normative or revelatory form. Whenever either the critical dimension or the human voice are silenced, the humanities sink into pedantry, and the knowledge they convey is, as Whitehead called it, inert. Knowledge in the humanities is a kind which reveals the knower, and it exists to be put to moral and philosophical use.

My own observation is that the humanities have been so undervalued, that in reaching out to unsympathetic audiences community college humanists have ignored these two essential characteristics. Too many of our accommodative efforts have been trivial or timid. In this respect the humanities have been undervalued by their own practitioners.

Community college humanists may occasionally need to be reminded that the normative function of the humanities requires critical thinking skills which depend upon the development of higher order intellectual abilities and the Teaching Critical Thinking Workshop that preceded this conference is a useful vehicle for refreshing our recognition of this relationship between normative judgments and careful thought. These abilities are not likely to be nurtured by a behavioristic model of psychology or education, and most certainly not by lecture/test methods that require only factual recall of information spoken or written.

Instruction in the humanities should encourage the capacity to think logically and sequentially, to bring order to the chaos of claims and propositions through thematic perception and sustained analysis, to suspend judgment until sufficient information is forthcoming to warrant a judgment, and to develop the capacity for autocensorship, which involves the ability to test and examine with a critical eye one's own conclusions. Yet the development of these capacities is not the sole responsibility of the humanities, and they become valuable in a humanistic sense only when they are brought to bear on issues concerned with human values and meaning. They are useful in value decisions but they are not ends in themselves as the developmentalists have maintained, at least not in the humanities. There are many other forms of inquiry besides the humanities that should be devoting themselves to the development of critical thinking skills. And while it has historically been the case that critical thinking, in its applied or informal logic form, has been primarily the province of philosophy, we ought not to let this conceal from us the generic nature of these skills, nor should we allow this to obscure the more essential normative characteristic of the humanities.

Community college humanists also need to be reminded that all methods of education are not equally adaptable to the ends of humanistic learning, and this applies particularly to computer technology. Humanists, like just about everyone else, are falling all over themselves in an effort to adapt parts of their instruction to computers, and in most cases without so much as a thought about the net effect of this technology on individuals or on social systems. We are told that the attraction of the computer is that it is both "safe," meaning that the user has the privacy to err without facing the ridicule of others, and "interactive," i.e., provides immediate response to user selections. In this respect it fits the behaviorist's model perfectly. But we should not ignore the fact that the thought processes called for are extremely limited in form, primarily linear passage from one item to another, and therefore provide a truncated model of thinking, learning, and behavior. It is the quintessential control mechanism. It brooks no deviation, variance, or alteration of the sequences determined. It rewards and reinforces only conformity to the rules and operations of the linear system.

I found it particularly enlightening when a month or so ago I heard a computer educator confess that what all programmers strive for is the totally enraptured look that one finds on the faces of video game players. "The look is the goal of all successful programs," he said. But what is "the look," and what can it tell us about our relationship to the computer or the activity? It is one of unselfconscious involvement, a complete absence of awareness, save for the motions taking place before one's eyes.

I invite you to contrast this with "the look" made famous by Sartre in his monumental work Being and Nothingness. In his analysis of "the look" Sartre describes the problematic encounter with other consciousness, and he finds that rather than unselfconsciousness, the gaze of another person serves to heighten our awareness of our own subjectivity. It is through the engagement of another conscious being that we discover features about ourselves, and in particular, the impossibility of our own objectification.

The humanities should be like "the look" described by Sartre. They should bring about the recognition of the unique possibilities of human consciousness, and they should challenge all tendencies toward objectification. The learner should never be unconscious of what is being learned or the processes involved in the transmission of knowledge and skills. Learning should be conscious, chosen activity, and when profound, revelatory.

I take strong exception to those educators like Preston Covey, director of the philosophy program at Carnegie-Mellon, who was quoted in the Wall Street Journal (June 28, 1983), as saying that faculty "should forget all this philosophical talk about what is liberal arts. Whether we like it or not, computers have entered the fray. As humanists, we need to understand this phenomenon. It's a tool that will have impact."

The impact Dr. Covey refers to, like many other tools of the bureau-technocracy that controls so much of our current culture, is not especially well-understood. It is our role as humanists to interpret and explain this impact in human terms, and to assess the value of this tool, and others, for individual and social human well-being. To fail to do so is an abrogation of our historical responsibility to critique the culture, and to rationalize this failure is a debasement of the humanities.

I believe that new opportunities are forthcoming which constitute a potential renaissance for the humanities. Changes are taking place in both the economic sub-structure and the ideological super-structure that signal a quite different function for higher education, one which will encourage a resurgence of interest in the humanities, and constitute a rebirth of humanities education in community

colleges. I only hope that we have not so distorted the humanities that those of us still practicing in community colleges will not be able to assist with the delivery.

My reservations are quite nicely captured in a poem by e.e. cummings titled "humanity i love you," which I have taken certain liberties with in order to express my sentiments on the current state of the humanities.

humanists, i love you
because you would rather black the boots of
success than inquire whose soul dangles from his
watch-chain which would be embarrassing for both
parties

humanists i love you because you
are perpetually putting the secret of
life in your pants and forgetting
its there and sitting down
on it

Keynote Address before the
CCHA Central Division Conference
St. Louis, Missouri
October 7, 1983

Proceedings of the Annual Meetings

Proceedings of the Central Division Meeting

Friday and Saturday, October 7-8, 1983
St. Louis, Missouri

The fourth annual meeting of the Central Division of the Community College Humanities Association focused on the theme "The Humanities: Decisions and Directions," and featured keynote speaker Landon Kirchner, director of humanities at Johnson County Community College (KS). The meeting also featured a CCHA open forum and sessions on interdisciplinary studies, humanities and career education, teaching writing and research, working with state humanities boards, and special programs in the humanities. Approximately 65 members attended the two-day meeting hosted by St. Louis Community College at Meramec.

Prior to the start of the Central Division meeting, a two-day workshop on "Teaching Critical Thinking" was held at the Meramec Campus of St. Louis Community College. The workshop, sponsored by CCHA and supported, in part, by a grant from the Matchette Foundation, was designed to help faculty develop and teach critical thinking courses and critical thinking components of courses. Designed especially for philosophy, composition, speech, history, and political science faculty, the program focused on practical and successful approaches to critical thinking.

In his keynote address, "Born Again Humanities or Here Comes the Sun," Kirchner predicted a rebirth of humanities education in community colleges and discussed three states of affairs that signal this rebirth: (1) the numerous national reports that call for improvement of the nation's educational system and which should, according to Kirchner, result in a more selective and more rigorous educational model and the restoration of the humanities to a central place in the curriculum; (2) the move toward the reestablishment of general education in higher education; and (3) the decline of and disillusionment with narrow vocationalism and a greater regard for flexibility and problem-solving abilities. Predicting the likelihood that humanities courses will soon be required of all degree-seeking students in community colleges, Kirchner urged community college humanists to develop a non-

accomodative posture and to emphasize in their courses the normative and revelatory functions of the humanities.

In the open forum session, the history and future of CCHA were discussed by members of the national and divisional leadership of CCHA. Donald Schmeltekopf, chairman of the Board of Directors of CCHA, reviewed the history and structure of the national organization and discussed its plans for the future. In particular, he presented to the membership a plan for the creation of a CCHA Foundation which is intended to make CCHA a financially self-sustaining enterprise by 1988. Daniel LaVista, past president of the Central Division, and Richard Bernabei, current president, discussed the role of the divisions of CCHA and reviewed the proceedings of the first three Central Division meetings. Finally, members were asked to voice their concerns and offer suggestions concerning the future of CCHA and the Central Division. Comments were made about such issues as the location of future meetings, the need to increase divisional membership and attendance at meetings, the quality and format of meetings, and themes and topics that future meetings might feature.

In addition to these general sessions, numerous interesting presentations were made in the concurrent sessions. Many of the sessions dealt with interdisciplinary studies or the relationship between humanities and career education. Carole Caresio and Stephen Rhoades of Illinois Valley Community College (IL) discussed their participation in the CCHA Nursing Ethics Institute and the humanities modules which they developed for nursing students at Illinois Valley. In another presentation, "Humanities in the Twenty-First Century: Student Perspectives," John Huxhold and student members of the Meramec Phi Theta Kappa Chapter discussed connections between the humanities and such "career" disciplines as pre-medicine, engineering, dentistry, business, and journalism/media. On a related theme, Michael L. Gong of Triton College (IL) spoke on "Humanities Components in Career Curricula: A Game Plan."

Several sessions were devoted to teaching strategies or methods that promote critical thinking and problem-solving. Michael Botterwekc of Triton College (IL) promoted the use of fictionalized cases in humanities courses as a way of increasing students' decision-making and problem-solving skills. Susan R. Schreiber and Randy DeVillez, Moraine Valley Community College (IL), presented "Invention Strategies for Writing" and Candy Finkelston, St. Louis Community College at Meramec (MO), dealt with "Bibliographic Instruction and the Humanities."

Submitted by,
LOUIS M. SUAREZ
Lorain County Community College (OH)

President's Report
Central Division

The Central Division of the Community College Humanities Association held its Fourth Annual Meeting at St. Louis Community College at Meramec. The meeting, titled: "The Humanities: Decisions and Directions," featured Landon Kirchner as the keynote speaker. The meeting relied heavily on community college faculty members of the Central Division as program presenters. The sessions were well received by the faculty members and administrators in attendance.

Dr. Evelyn Shields from Delta College, University Center, Michigan, has been selected as the new president of the Community College Humanities Association Central Division. Dr. Shields is the third president of the division, succeeding past-president, Richard Bernardi of Illinois, and the first president, Daniel LaVista from Ohio.

The Fifth Annual Meeting of the Central Division of the Community College Humanities Association will be held at Kalamazoo Valley Community College at Kalamazoo, Michigan, on October 5 and 6, 1984. It is hoped that all Michigan CCHA members will encourage their humanities colleagues to attend the 1984 Annual Meeting.

Submitted by,
RICHARD L. BERNARDI,
President, Central Division

Minutes of the Central Division Business Meeting

October 8, 1983
St. Louis Community College at Meramec
St. Louis, Missouri

The meeting was called to order at 12:45 p.m. by Central Division president, Richard Bernardi.

Evelyn Shields of Delta College (MI) was nominated to serve a two-year term as Central Division president and was elected by acclamation.

President Bernardi thanked Richard Kalfus and Candy Finkelston for hosting the meeting and for handling the local arrangements.

Respectfully submitted,
LOUIS M. SUAREZ
Lorain County Community College (OH)

Proceedings of the Eastern Division Meeting

Friday and Saturday, November 4-5, 1983
Hartford, Connecticut

The Eastern Division Annual meeting, hosted by Greater Hartford Community College, was held at the Summit Hotel in Hartford, Connecticut. Taking the theme "Teaching the Humanities: The Recovery of Intellect and Spirit," the meeting offered some excellent plenary sessions and concurrent sessions.

Benjamin DeMott was well chosen to start the conference with his "Moral Argument for the Humanities." Careful to point out that humane studies do not necessarily lead to moral action, he went on to state that the training of imagination is, nevertheless, slow work of good consequence. Imagination is a kind of knowledge which allows sympathy, understanding. If all action is a function of knowledge, this particular form of knowledge is indispensable. Mr. DeMott went on to give an excellent demonstration of how he goes about teaching, that is, stimulating the imagination of another mind.

Panel responses on Friday afternoon and John William Ward's address at the Friday evening plenary session echoed Mr. DeMott's concerns. John B. Duff, chancellor, Massachusetts Board of Regents, remarked that the intellectual virtues are still important. He pointed out that the "information society" will place greater demands on intellectual skills. Furthermore, where a new age confronts us, the humanities help us to maintain perspective. He commented that disciplined thinking will be the most important qualification for new jobs. Mark Sullivan, assistant commissioner, Finance, Facilities and Financial Aid, Department of Higher Education, Connecticut, observed that current demands for occupational programs make it difficult to deal with the liberal arts; he went on to outline what can be done on the state level to deal with this situation. Haskell Rhett, assistant chancellor, Department of Higher Education, New Jersey, emphasized Mr. DeMott's concern that we have the ability to ask "What's happening here?" He remarked that high schools produce few inferential readers. He also outlined steps to improve analytical skills.

John William Ward, president, American Council of Learned Societies, focused on the dual nature of education on the one hand to equip us for and make us feel satisfied with a given occupation, and on the other hand to develop in us all the qualities that are a part of humanity, the skills which allow us to criticize and help make ourselves and our society flourish.

Saturday's concurrent sessions provided many practical demonstrations of how teachers facilitate the development of

the imagination and analytical skills. At least two sessions focused on applications of "writing across the curriculum," one in a history course at Essex County College (NJ) and another in a six-credit team taught humanities/writing course at the Community College of Philadelphia. An activity for developing inferential reading skills was very ably presented by Edwin Chin-Shong of Greenfield Community College (MA). John Chaffee of Laguardia Community College (NY) commented on his work using critical thinking activities to improve reading and writing skills on a developmental level.

Several interdisciplinary approaches were presented, including psychology and literature, business and literature, and nursing and humanities. The use of local themes and local history were also demonstrated by participants from Greenfield Community College (MA), Somerset County College (NJ), and Bristol Community College (MA). Participants from Lasell Junior College described a program of mini-courses in the humanities. Len Singer of Vermont Technical College, demonstrated how technical students might be drawn into a humanities course by focusing on a single event, problem, or situation that is inherently interesting and then introducing works and activities that help provide understanding of the event.

Other sessions provided insights into the use of state humanities councils, computers as an aid to instruction, and a consideration of whether or not, or how hard we need to push the relevance of the humanities. Also noteworthy was the introduction of a humanities magazine for community colleges (Orange County Community College-NY).

Speaking at the Third Plenary Session was Richard Powell, visiting fellow at the Center for Afro-American Studies, Wesleyan University (CT). Mr. Powell's theme was the impact of ethics on art and art on ethics.

Submitted by,
THOMAS F. BOGHOSIAN
Secretary

President's Report
Eastern Division

A unique feature of the 1983 annual meeting, held in Hartford on November 3-5, was a workshop on the subject "Teaching Critical Thinking." Funded in part by a grant from the Matchette Foundation, the workshop was overall a major success, with about 115 in attendance. The total attendance for the annual meeting was approximately 125. The program was highlighted by an address given by Benjamin DeMott, the distinguished author and critic from Amherst College. His

address appears as an article in the CCHA journal, The Community College Humanities Review, No. 5, under the title, "A Moral Argument for the Humanities."

In addition to the grant from the Matchette Foundation, the Division's annual meeting was also supported by the Connecticut Humanities Council, which awarded a grant of $600 to cover expenses connected with the public session Friday evening. The speaker for that event was John William Ward, president of the American Council of Learned Societies.

Because of this external funding and the good attendance at the annual meeting, including the workshop, the revenues exceeded the expenses of the Eastern division's annual meeting for the first time. The revenue balance has been placed at the disposal of the CCHA Board of Directors.

I want to give special tribute to the several individuals who worked on the various committees of the division. In particular, I would like to thank Charles Thompson, Greater Hartford Community College (CT), and Paul Fletcher, Bristol Community College (MA), for their essential and effective work as local arrangements and program chairmen respectively. I would also like to acknowledge the tremendous job done by Philip Pecorino, both as project director of the "critical thinking" workshop and as vice president of the division.

Since this is my last report as president of the Eastern division, I want to express my sincere appreciation to the many people who have labored faithfully for the division during my four years in office. We have made tremendous progress together, in our own professional work and as an association. I can assure you that the humanities today have a nationally respected advocate in CCHA, a situation for which we can all take some measure of pride.

Submitted by,
DONALD D. SCHMELTEKOPF
President, Eastern Division

Minutes of the Eastern Division Business Meeting

November 5, 1983
Hartford, Connecticut

President Donald Schmeltekopf called the meeting to order at 4:30 p.m.

Mr. Schmeltekopf announced that 112 people had attended the Critical Thinking Workshop on November 3-4, and 130 people attended the Annual Meeting. Including the carryover of people attending both meetings, there were 200 participants.

Mr. Schmeltekopf went on to give an overview of CCHA membership, publications, affiliations, organization and services.

Results of the election of officers were announced. Gloria Monteiro, Montgomery College (Maryland), was elected president. Charles Thompson, Greater Hartford Community College, was elected vice president. Members of the Eastern Division also approved the nomination of Thomas Lambeth to the Association's Board of Directors.

Mr. Schmeltekopf went on to announce that the CCHA Endowment Fund received $1500 following the initial call for gifts. The Association goal is $100,000 over a three-year period with a portion of the money coming from an NEH challenge grant.

There was agreement on holding the 1984 meeting at the Meadowlands in New Jersey. The membership also expressed interest in pursuing talks with the Eastern Community College Social Science Association about a joint meeting. Possible topics suggested were: 1) liberal learning and redefinition of the associate's degree, 2) a follow-up on critical thinking, and 3) political and economic problems in the humanities.

Respectfully submitted,
THOMAS F. BOGHOSIAN
Secretary

Proceedings of the Pacific-Western Division Meeting

November 17-19, 1983
Hotel Sir Francis Drake
San Francisco, California

"The Role of Humanities in General Education" was the theme of the fourth Pacific-Western Division Meeting held in San Francisco's Hotel Sir Francis Drake from November 17 to 19, 1983.

Division President Polly Zanetta, Olympic College (WA), opened the conference at the luncheon session on November 18. Cynthia Marshall of Skyline College (CA), the host college, introduced the keynote speaker James Schulz, Chicago City Colleges (IL). In his address, "Critical Skills: The Humanities as an Enabling Curriculum," Schulz emphasized that the humanities are not just enriching, but critical to success in any area of endeavor. He drew a distinction between the algorhithmic approach in realizing goals (e.g., vocational education, computers) and the analgorhithmic which involve the humanities and the critical skills of judgment and evaluation. The humanities enhance the curriculum; they teach skills which enhance the educational process.

At the conference banquet November 18, President Donald J. MacIntyre of Skyline College injected a historical perspective in his welcome to the participants, then Michael Chriss, College of San Mateo (CA), introduced the featured speaker, Albert Elsen, professor of art history, Stanford University. Professor Elsen delivered a witty, provocative and challenging illustrated talk on "Why We Care about Art and What Happens When We Don't: Lessons for the Humanities."

There were 35 presentations by individuals or teams in the 16 regular sessions of the conference. The topics included: models of general education (two sessions); the humanities and occupational education (two sessions also); seeking integration in the humanities; articulation in the humanities between community colleges and public schools; promotion of the humanities; teaching critical thinking; faculty renewal and new directions; teaching ESL and foreign languages; critical thinking about our profession, the media, and ourselves; the usable past; the role of the arts; paths of critical thinking; and focus on World War II.

There was a special session with Richard Ekman, director of the Division of Education Programs, National Endowment for the Humanities, on "What's New at NEH." Ekman discussed the changes in the grant programs and the rationale behind them. Among the new features in the grant program are those in the improvement of introductory courses. Ekman mentioned that 87% of the credit courses in the humanities are taken in the first two years of college, and at least 40% of that 87% are in community colleges (where 30-40% of all undergraduate education takes place). Other new categories he outlined: support for individual fields or interdisciplinary programs, strengthening the coherence in the totality of a humanities program, humanities for the "non-traditional" programs, and collaboration of institutions across levels of education. Among the new elements in the next edition of the NEH guidelines he noted these: planning grants, more involvement in teacher training to restore rigor in the humanities, more support to college libraries in the cost of books and librarians, ways to engage campus administrations in the humanities, and support for state humanities councils, since some councils have become more involved in educational programs. There was a lively question-and-answer session following Ekman's talk. Also, he disclosed that CCHA Board Chairman Schmeltekopf has been asked to join the staff of NEH.

Three of the conference sessions were concerned with critical thinking in various applications. This was an appropriate linkage with the CCHA- and Matchette Foundation-sponsored workshop "Teaching Critical Thinking" on November 17 and 18, also held at the Sir Francis Drake. Many who had been at the workshop stayed to attend the conference. The workshop itself drew 146 participants from around the country and beyond. Individuals came from as far as Alberta and Alaska as well as from Puerto Rico and Virginia. The speakers and workshop leaders were Robert H. Ennis, University of Illinois;

Philip Pecorino, Queensborough Community College (NY); J. Anthony Blair, University of Windsor (ONT); Barbara Dubins, San Jose State University (CA); Gerald Coleman, Union County College (NJ), and Bruce Golden, California State University, San Bernardino (CA). The response was so great from those in the language arts that another section had to be created.

Among the several conference sessions, it would be difficult to single out any particular presentation. One session of special interest might be the one which dealt with the humanities and the public schools. Richard Weeks, dean of instruction, Northwest College (WY), discussed what has been done in Wyoming to encourage the improvement of humanities education at all levels. Cathy Weiks and Kathie Woods, Auburn High School (WA), and Jeff Clausen, Green River College (WA), described a joint credit program involving a high school and a college, which included a humanities segment.

The 141 persons registered at the conference represented 70 entities: 64 community or two-year colleges, five four-year institutions and the California Council for the Humanities in Public Policy. The registrants came from 14 states (as far away as Texas, Hawaii and New Jersey); the most were from California, Washington, Arizona, Oregon and Nevada, in that order.

The steering committee for this Pacific-Western Division meeting included (besides President Zanetta) Jean Carmean, Whatcom College (WA), program chair; Donald Porter, College of San Mateo (CA), local arrangements chair for both the conference and the workshop which preceded it; Cynthia Marshall, Skyline College (CA), host college chair.

Submitted by,
ALBERT ACENA
College of San Mateo (CA)

President's Report
Pacific-Western Division

The fourth annual meeting of the Pacific-Western Division of the Community College Humanities Association was quite successful, particularly when one accounts for reduced budgets in many of the community colleges in the region. The strength of the organization and the importance of the annual meeting are attested to by the fact that many of the faculty attending had little financial support from their institutions. Our meeting in San Francisco -- with attendance of 144 faculty and administrators representing 67 colleges in 16 states -- was the result of excellent program planning by Jean Carmean

(Whatcom Community College, WA), program chair; Michael Chriss (College of San Mateo, CA) and William Krieger (Ft. Steilacoom, WA), program committee; Donald Porter, local arrangements chair (College of San Mateo, CA); and Cynthia Marshall (Skyline College, CA), host college chair.

Within the past year, the region has seen the growth and development of the Washington State humanities association and the initiation of the Oregon State humanities association. Membership in the national association has grown because of an arrangement of affiliate status which was developed last year.

The focus of this year's annual meeting was on the role of humanities in general education. Sessions were devoted to faculty and administrators from several colleges in which this issue has been addressed. The programs at the Maricopa District in Phoenix (AZ), Los Medanos College (CA), and Skyline College (CA), were discussed by faculty and administrators from those institutions.

Another topic that was dealt with to a large extent was teaching critical thinking. The association sponsored one of the three regional workshops in San Francisco which preceded the conference. Several sessions during the conference were devoted to the ways in which faculty members were incorporating critical thinking into their courses.

As in the past, following this year's conference, letters were sent to all presenters, moderators, and members of the executive and program committees, expressing the Association's appreciation for their efforts. Copies of these letters were forwarded to the appropriate college presidents. Also, each college president received a letter of commendation for supporting the participation of the conference registrant(s) from that college. Finally the conference registrants asked that a list be made of those attending and sent out. This has been accomplished.

The planning for next year's conference is underway. Dale Edmonds of Portland Community College (OR) has agreed to serve as program chair. The membership at the business meeting requested that a survey be taken of all members in the division soliciting their preferences for next year's conference. An announcement will be made as to the result of the survey and the selection of the conference site and theme for November 1984.

Respectfully submitted,
POLLY ZANETTA
President, Pacific-Western Division

Minutes of the Pacific-Western Division
Business Meeting

November 19, 1983
San Francisco, California

President Polly Zanetta opened the meeting at 9 a.m. and called upon Donald Schmeltekopf, chairman of the Board of Directors, CCHA, and president, Eastern Division, to present his report. Chairman Schmeltekopf noted that CCHA now has 1700 active members. At the national office, Norman Wills, subject to confirmation by the board, is to replace Don Billiar as executive director. Betty Barnes handles membership information and Joan Hylander, financial matters. Don Schmeltekopf requested the election of an additional individual to the board of directors. CCHA is now affiliated with the American Association of Community and Junior Colleges and with the National Humanities Alliance. CCHA projects include: integrating the humanities with vocational education, humanities and critical thinking, and a proposal to the NEH on re-thinking the western civilization course in history. CCHA has about $45,000 in its treasury (excluding revenue from meetings) and continues to receive outside support. The Mellon Foundation has agreed to maintain its help through 1988 at $25,000 per annum. Don Schmeltekopf expects CCHA will raise the targeted $100,000 by 1988, the final year of the three-year NEH challenge grant.

Don Porter gave the report for the Committee on Status and Future of the Humanities Education in Community Colleges. In the Committee's survey of community colleges, humanities requirements, said Porter, varied from three to nine units. There are few majors in the humanities. Few courses are team-taught; more are interdisciplinary. Humanities enrollments are holding their own. As for employment trends, they are dismal. Perhaps in ten years there will be improvement. Next year, the Committee will survey humanities faculty, using the CCHA membership list. The Committee's report will be in the Proceedings of CCHA.

President Zanetta called for reports from Jean Carnean, program chair, and from Ed Stover, membership chair.

Under the heading of new business, the floor was opened for nominations for Division secretary for the two-year period, 1983-1984. Don Porter nominated Jill McCaughna Willis, City College of San Francisco. MSP to elect Jill McCaughna Willis as secretary.

The next item was the election of a new member to the CCHA Board, which wished to bring in someone from outside of higher education. Chairman Schmeltekopf spoke to this issue. Thomas Lambeth, president of the Z. Smith-Reynolds Foundation, is nominated by the Board. There would be no conflict between the Smith-Reynolds Foundation and CCHA responsibilities

because the Foundation only funds activities in North Carolina. MSP to elect Thomas Lambeth to the CCHA Board of Directors for a three-year term.

The 1984 conference/meeting was discussed next. Several suggestions and observations were made from the floor. There was a reminder that at last year's meeting the suggestion was made to hold the conference outside of California every fourth year. There should be a connection between membership strength in an area and site location. Los Angeles, San Francisco and Seattle might rotate the hosting of the conference every third year. Other sites mentioned were Portland and San Diego. There was support in the meeting for moving the conference around the Pacific-Western region.

The theme of 1984's conference was then discussed. Michael Chriss, College of San Mateo (CA), suggested "Science and Humanities." Judith Sylte, North Idaho College, suggested a focus on the administrators' role in the humanities. "Humanities in the Classroom" and idea-sharing were proposed by Linda Spoerl, Highline College (WA).

Regarding pre-conference workshops, there was a suggestion that there be a workshop on computers and the humanities.

President Zanetta will poll the Division membership on the site for the 1984 conference. She will also send a number of calls for session proposals to selected individuals on each campus.

The meeting adjourned at 9:55 a.m.

Respectfully submitted,
ALBERT ACENA
Secretary

Proceedings of the Southern Division Meeting

Thursday, Friday, and Saturday, October 13-15, 1982
Langford Resort Hotel
Winter Park, Florida

The 1983 annual meeting of the Southern Division meeting opened with three afternoon workshops inviting everyone to participate in programs dealing with job burnout, an exemplary humanities course, and the intensifying debate over "core" courses compared with the "smorgasbord approach" in the humanities. The Thursday evening social hour featured music by the Seminole College Jazz Ensemble.

Friday's program opened with a plenary session featuring a program about William Faulkner. The author's nephew, Jimmy

Faulkner, together with a noted scholar, Professor Jo Marshall, used family photographs and personal anecdotes to reveal the complex roots of Faulkner's writings in the Faulkner family history.

The day's twelve concurrent sessions addressed a wide range of issues. Helen Twigg explained Valencia Community College's travel program in the humanities. Bob Lawrence of Jefferson Community College (KY) described a method for inspiring success in learning -- he called it "spoonfeeding," but it works! -- in philosophy. Marshall Smith and Elizabeth Brett explained the humanistic approach they use in the social sciences for honors students at Calhoun State Community College (AL).

In the afternoon, three master teachers from Edison Community College (FL) -- Deborah Patterson, Laura Moffett, and Philip Bishop -- showed off the elegant three-part humanities course they have created for their students. Michael Bradley introduced an interdisciplinary approach used in the humanities relating to technology at Motlow State Community College (TN), while Mary Beardall, Valencia Community College (FL), showed some ways to teach composition through future studies, and Robert Strickler of Greenville Technical College (SC) described some humanistic uses of drama as a live art form.

Later speakers and topics included Joan Winslow on the subject of poetry, J.J. Doyle and J.T. Myers (University of South Carolina--Sumter), on folklore and its humanistic applications in the classroom, James Powell of Polk Community College (FL) on discovering the humanities, and Allen Arnold of Dabney S. Lancaster Community College (VA) on his college's effort to influence its environment. Concluding the day's events, staff members of the National Endowment for the Humanities offered some useful information about utilizing external resource grants.

The convention concluded on Saturday with three workshops (dealing with nursing ethics, computers in the humanities, and integrating the humanities) and the business meeting.

The setting and program combined to encourage a comfortable flow of conversation and inspiring exchange of information. The people of the Southern Division made the meeting work by participating in the workshops and sessions and by bringing their skills, their ideas, and their enthusiasm to the convention. Once again, the Southern Division demonstrated its vigor: the efforts of the planners and participants paid off with a brilliant three days of professional action and camaraderie. On to Charleston!

Submitted by,
JIM PERRY
Secretary

President's Report
Southern Division

The third annual Southern Division Conference was held in Orlando, Florida on October 13-15, 1983. Following a very successful conference in Atlanta last year, the conference site was moved to Orlando to provide a greater opportunity for members from the southern parts of the division to participate in the conference. We feel this objective was achieved since there was a significant increase in the number of members attending the conference from Florida, South Carolina, Alabama and Mississippi. Also, we would like to acknowledge the hard work of our state chairmen and chairwomen and executive committee in recruiting new members for the Southern Division. Although our five percent increase this year is not as dramatic as our 40 percent increase last year, it still reflects an increased interest in CCHA and a significant amount of recruiting.

We were pleased that the executive committee implemented a board of directors for the Southern Division, consisting of past members of the executive committee. The purpose of the board is to provide continuity to the overall administration of CCHA Southern and offer assistance to the executive committee in routine assignments associated with advisory boards. Also, the executive committee approved the addition of the divisional past president as a voting member of the executive committee.

We would like to thank the following members for their assistance in the organizational development of CCHA Southern during 1983: program committee: Thomas Fife, Louis Schlegel, III, Alice Villadsen; Orlando host committee: Vivian Knispel, Robert Levin, Dorothy Moore, Jan Allen; executive committee: Carol McCombs, Jim Perry, Gerald Riedling; state chairpersons: Jan Allen, Anne C. Armstrong, Charles Davis, Thomas Fife, Larry Long, Norman G. Raiford, Gerald Riedling, Alice Villadsen.

Submitted by,
WILLIAM BIDDLE
President, Southern Division

Minutes of the Southern Division Business Meeting

October 15, 1983
Langford Resort Hotel
Winter Park, Florida

President William Biddle called the meeting to order at 8:32 a.m. with 18 members present.

President Biddle announced that the Southern Division now has 340 members, of whom 82 were present at the convention. He reminded those present that the region has approximately 3,500 potential members, and once more urged each member to try to recruit at least one colleague.

The executive committee proposed Charleston, South Carolina, as the convention site for 1984, during the third or fourth week of October. Members present approved the proposal. The Executive Committee also announced the formation of an advisory council for the Southern Division, to include former officers of the Division and former chairpersons of host and program committees, all for a period of five years after completion of their terms of office.

Charles Davis delivered the nominating committee's recommendations for two-year terms of office as follows: president: Gerald Riedling, Jefferson Community College, Louisville (KY), vice president: Tom Fife, James Sprunt Technical College (NC). Professor Riedling is a founding member of CCHA and has served with outstanding success as membership chairman for the Southern Division. Professor Fife is a long-time member who has also participated very actively in the organization, serving most recently on the program and nominating committees. Both were elected by acclamation of the members present.

President-elect Riedling proposed, and members present, approved unanimously, the following resolution honoring President Biddle for his service to his colleagues and to the Southern Division:

> "Whereas: William B. Biddle has served the Southern Division of CCHA as its President from 1981-1983;
> and whereas: he has ably led the organization during these important formative years;
> and whereas: under his leadership the membership of CCHA's Southern Division has increased significantly;
> and whereas: through his conscientious execution of the duties of his office he has helped to solidify the organization's purpose of providing a convenient forum for the exchange of ideas and information among those engaged in teaching the humanities;
> and whereas: he has served as an advocate for the concerns of the Southern Division within the national organization of CCHA;
> and whereas: at all times during the tenure of his office he has served with distinction, integrity, and vision;
> and whereas: through it all he has somehow been able to maintain his sense of good humor;
> Be it therefore resolved: that we, the members of the Southern Division of CCHA do hereby express our sincere appreciation and enduring gratitude to William Biddle."

This resolution to be recorded in the minutes of the Fall 1983 Conference of the Southern Division of CCHA. Adopted this day, October 15, 1983.

Gerald Riedling, President
Jim Perry, Secretary

CCHA President Don Schmeltekopf informed the group of the state of the national organization. With more than 1,600 members, CCHA is aiming to become self-sustaining with 2,000 members and an 80% renewal rate, with dues eventually to be set at $20 annually. The CCHA Review and Proceedings will be separated into two journals, one intended for members and the other for members and a wider public audience as well. He reminded the members present that CCHA is affiliated with the National Humanities Alliance, and functions as Advisory Council on the Humanities for the American Association of Community and Junior Colleges.

The meeting was adjourned at approximately 9:20 a.m.

Respectfully submitted,
JIM PERRY
Secretary

Proceedings of the Southwestern Division Meeting

Friday and Saturday, October 28-29, 1983
Brown Palace Hotel
Denver, Colorado

The fourth annual meeting of the Community College Humanities Association, Southwestern Division, was held at the Brown Palace Hotel in Denver, October 28-29, 1983.

The major speakers and session presenters based their thoughts on the conference theme, "Teaching Tomorrow's Community: The Challenges of the Information Age." The Friday morning concurrent session topics included: A Role of Philosophy in the Community College Curriculum; A Model Humanities Program in Northeastern Colorado; Computer-Aided Instruction in Sociology; Bilingual Education; The Networking Game; and First Amendment Rights in the Information Age.

The morning sessions were followed by a luncheon and a major address by Governor Richard D. Lamm of Colorado. He presented his ideas on the values and the place of the humanities in the technological age. He also addressed the issues of funding for higher education, and spending in government programs.

The Friday afternoon sessions began with an enlightening presentation by Dr. Myron Marty of NEH. He explained the opportunities available to community college instructors from NEH and the directions that NEH is now taking in funding programs. He was joined by Dr. Gwen Thomas of the State Committee of the Colorado Humanities Program.

Other afternoon sessions included: The Arts and the Deaf Audience; Bibliotheraphy in the College Classroom; and Changing Perceptions of Time in the Humanities Classroom. This concurrent session was followed by a tour of the historic Brown Palace Hotel.

Following the Friday dinner, Dr. Mark Morford, professor of classics at The Ohio State University, addressed the topic "Greece and Rome: Out-date or Up-date?" The text of his presentation is included in The Community College Humanities Review. A lively question and answer session followed. Dr. Morford's address and informal discussion continued throughout the remainder of the conference. Dr. Morford's appearance was funded by a grant from the Colorado Humanities Program.

On Saturday morning the concurrent session topics included: Community Colleges and the Global Community; Ethics and A Focus on the Future; Integrating the Humanities and Nursing Education--What Can Be Done in the Classroom (presented by Judith Wilkinson and Pamela Miya who participated in the NEH/CCHA Nursing Ethics Institute, Summer, 1983); Occupational Programs in the Humanities; A Humanistic Approach to Instructional Development; and Teaching Peace With Prospects for the Future.

Luncheon concluded with a talk given by Dr. Myron Marty. "From Generation to Generation" was an enthusiastically presented set of ideas focusing on the similarities and differences encountered every twenty-nine years. Dr. Marty compared fads, trends, mistakes, and achievements in education and other areas. His lively presentation generated further discussion for the remainder of the conference.

The annual meeting concluded with a concert by Colorado folk artist, Jack Stanesco. Other music was presented during the conference by the Denver Public Schools Career Education Jazz Combo and the Alpine String Quartet.

Evaluations submitted by conference attendees overwhelmingly praised the site, presentations, major speakers and accommodations. There were over 75 people in attendance. The conference especially motivated members of the fledgling Colorado Community College Humanities Association. That group will be holding a spring meeting in April and hopes to capitilize on the beneficial products of the divisional meeting.

Submitted by,
JULIE HUDSON
Front Range Community College (CO)

President's Report
Southwestern Division

Many of us committed to the humanities must quite often feel like the medieval monks who found reassurance away from the world or the medieval missionaries who fought off intellectual sloth, spiritual confusion, and scientific ignorance. It is surprising how apt is the metaphor -- how we seem today to be battling similar demons. And how we hope for a Renaissance -- the dawning of a cultural age committed to faith in the efficacy of reason and creative consciousness. However, sometimes we tend to forget that for our classical ancestors discipline of the mind was a social as well as an individual value. The call to ideas was a call to revolutionize society. The discipline of mind was not practiced alone in the quiet of one's study, but carried into the world. So by definition, we humanists must carry our mission beyond the classroom. High ideals? Without a doubt; and ideals that need support.

Many of us in community and junior colleges often feel we lack a supportive community. Many of us feel tolerated, but not understood. We feel valued only when our skills are plugged into an accredited career track. And while we know there are immediate tangible products of the humanities education -- thinking and writing critically, for one -- in our souls we know that the humanities are more intangible than that. We know that classical humanists viewed reason and language as the essential tools for the more important process of ever-creative human expansion of consciousness.

The Community College Humanities Association, for many of us, is our only professional link to a group of supporters. It is the organization that allows us to speak, and that in turn speaks for us to important organizations like the AACJC or NEH where policy is set regarding the implications for humanities education in each of our individual colleges and communities. It is the organization that designs summer institutes and workshops to address our concerns. It publishes a journal where we can professionally share our ideas.

Regionally, the SW-CCHA organizes an annual regional meeting and conference where we meet with other humanists. SW-CCHA develops membership and encourages the development of state or local organizations, such as the Colorado Community College Association. It coordinates resources within this seven state region or CCHA (Arkansas, Colorado, Louisiana, Kansas, New Mexico, Oklahoma, and Texas). And in the near future, the SW-CCHA hopes to implement a program of faculty renewal and exchange visitations. This program jointly being developed by SW-CCHA, the League for Innovation, and the Dallas Community College System, will select faculty to spend short spans of time as a scholars in residence in other colleges in the region -- thus sharing expertise and at the same time learning about a different educational setting.

We can all be grateful for the support of CCHA. But perhaps we do not fully realize who CCHA is. To a large extent it is us. For example, a meeting such as this one is the result of the effort, time, and in-kind services and cash donations of many people and organizations. In this case, the Denver Community College System has donated use of equipment, printing, and clerical help, as well as encouraged the participation of faculty. Local and state organizations have also lent support, funds, and in-kind services. All of you participating on the program have donated your time and talent. Your colleges have supported CCHA by sending you. The planning committee of the SW-CCHA executive board, but particularly Julie Hudson, Ben Yohe, and Barbara Preskorn, have volunteered their time and talent. On the national level, CCHA is also marked by heavy donations of volunteer time and in-kind services through institutions. Look at the projected budget for CCHA for 1983-84. It is very modest for an organization of its size and influence - about $40,000.

So CCHA is us - the members and supporters who together share a faith in the value of humanities education. But the "Dark Ages" are out there, aren't they? At various times, we all feel the wolves prowling around -- for some of us, it's when we are accused of being athiests simply because we teach humanities; for others it is when a student says, "but history isn't really important - only today counts." We need each other and we need CCHA in the battle for a conscious society. And if we want CCHA to survive and grow, we must continue to support it with our participation and with our money - with our dues and with our contributions to the newly developed General Endowment Fund. Together, we can work for that discipline of mind that leads to creative individuals and a creative tolerant society.

Submitted by,
MARY ALICE BIRD
President, Southwestern Division

Minutes of the Southwestern Division
Business Meeting

October 29, 1983
Brown Palace Hotel
Denver, Colorado

The meeting was called to order at 4:00 by Southwestern Division President, Mary Alice Bird.

President Bird acknowledged the time and talent volunteered by the program committee and their associates. She stressed that the Community College Humanities Association is comprised of like-minded educators and humanists and that we

must "continue to support (CCHA) with our participation and with our money - with our dues and with our contributions to the newly developed General Endowment Fund. Together, we can work for that discipline of mind that leads to creative individuals and a creative tolerant society."

The nominating committee, Amanda Blackman - chairperson, reported the selection of Mary Alice Brumbach as president-elect. A motion to that effect was moved, seconded, and Dr. Brumbach was elected to the presidency by acclamation.

Don Schmeltekopf, CCHA chairman of the Board of Directors, suggested that Thomas Lambeth, executive director of the Z. Smith Reynolds Foundation, be considered for election to the national board. After a discussion of Mr. Lambeth's achievements and qualifications, the Southwestern Division executive board supported and approved the selection.

President Bird then reported that state representatives from New Mexico and Kansas shall be appointed by the new administration.

There was discussion of the faculty exchange program that President-Elect Brumbach has chaired. In addition, Dr. Brumbach stressed three points that be considered during the course of the national Challenge Grant discussions, i.e.,; support of annual divisional meetings, support of the work of the standing committees, support of CCHA publications.

The meeting was adjourned at 4:45 but continued with members of the executive board the following morning at 9:00 with Dr. Brumbach presiding.

President Brumbach appointed Jimmy Miller (NM) and Harvey Solagnick (TX) as new board members and then outlined the 1984 conference to be held in Dallas. Discussion of the Denver meeting resulted in several suggestions for next year's meeting.

It was agreed that a general theme would be more productive in securing attendees and that proposals be carefully reviewed. Guidelines will be drawn up for chairs of sessions and "product-content" sessions will be encouraged. The possibility of a "Critical Thinking Workshop," a funding workshop, pre-conference sessions, registration fees, and the problems of pre-registration refunds and guarantees were discussed and will be taken under advisement by the Dallas steering committee.

Further discussion involved the feasibility of bi-annual meetings with a "package" conference on the off years. Also, a two-year membership plan was discussed. Preliminary plans call for the 1984 meeting to be held in Dallas; a "Critical Thinking Workshop" to be held in New Orleans in 1985; and a full divisional meeting in Kansas City in 1986. At this point, the executive board is in agreement with these plans.

The meeting was adjourned at approximately 11:30 a.m.

Respectfully submitted,
JULIE A. HUDSON
Secretary

The Community College Humanities Association

Minutes of the Board of Directors Meeting

April 1, 1984
Kennedy Room, Washington-Sheraton Hotel
Washington, D.C.

Present:

Mary Alice Brumbach, Arthur Cohen, Judith Eaton, Thomas Lambeth, Gloria Monteiro, Gaines Post, Jr., Anne Rassweiler, Donald Schmeltekopf, chairman, Evelyn Shields, Polly Zanetta. (Some members were present for only part of the meeting.) Invited guests: Elizabeth Barnes, administrative assistant, Bill Kaduson, C.P.A.

The meeting began at 8:25 a.m. Donald Schmeltekopf, chairman, welcomed everyone.

Materials Mailed to Board:

Comments on materials sent out to the board members: A revised agenda was presented and accepted. Last year's minutes were approved. Gaines Post requested clarification on the basis for the membership count - members include those fully paid up plus an almost equal number who have paid in the past but who are dilatory about sending in checks. All divisions were congratulated for being financially in the black.

Report of the Accountant:

Bill Kaduson, C.P.A., enlarged upon his written opinion and explained the audit. He had reviewed the 500-1,000 checks written in the last year and CCHA bookkeeping practices; Joan Hylander's fine energy and accomplishments in this field were recognized. Mr. Kaduson reviewed the accounts totals, the statement of revenues and expenses, and the change in the financial position. He will issue a comparative statement at the end of 1984. Mr. Kaduson suggested the financial year end January 1 so that the Board would see more up-to-date accounts and budgets and offered to oversee the change. A question was asked about the feasibility of doing CCHA accounts on currently available computer packages, and answered affirmatively.

A discrepancy between the audited balance sheet and that circulated to the Board was explained. Expenditures for two

Board meetings had been paid in one year - but in one draft of the budget they appeared in the year in which they were incurred rather than paid. The draft was corrected and the expenses returned to the year they were paid.

The reporting of endowment funds was discussed - they must be identified in assets. The $20,000 of certificate of deposits must be identified as endowment funds, reserves, or other appropriate divisions.

Membership:

Membership reporting was discussed again; the Association needs to know who is paid up, who is delinquent; to recruit among delinquent and prospective members. Each division president wants to know who his or her unrenewed members are. E. Barnes said she had this information and would transmit it. Gaines Post noted approximately 10% of membership funds are spent on recruitment. Mary Alice Brumbach suggested sending an invoice instead of a renewal notice. A question was raised about the counting of joint members. There was an agreement that membership recruitment needed to be worked on. Perhaps each member could contribute in some way to bringing in a new one, or bring someone to an annual meeting.

Executive Director's Report:

The executive director, Anne Rassweiler, reported beginning with a retrospective glance at 1979. She then summarized accomplishments to date and listed the areas where problems and possibilities exist. She distributed a calendar showing the activities handled by the national office and noted that a shortage of time and staff sharply curtailed the attention that could be given to anything but immediate tasks.

She reviewed the state of the 1984 summer institute. There have been 275 inquiries but only 60 serious applications from which 40 participants have been selected. A questionnaire has been sent to the silent majority so that timing, topic, remuneration, and other can be investigated as causes of the low level of returned applications. For the rest, plans are going well; the faculty, readings, the Colorado University services are all being readied on schedule.

A proposal for a literature summer institute is being prepared by CCHA with Carole Edmonds, Kellogg Community College in Michigan, and Joseph Skerrett of the University of Massachusetts.

The executive director spoke briefly about the programs now sponsored by CCHA and the opportunities for new programs.

Budget:

A review of the budget for 1984-1985 noted that Endowment Funds are presently invested in C.D.'s at 11⅛; CCHA must pay social security and New Jersey unemployment insurance. Tele-

phone costs have risen for the Association. There was agreement that membership recruitment and program development were budget priorities.

Division expenses: Mary Alice Brumbach asked to have transportation costs for meeting attendance - instead of for separate planning. It was moved and approved that divisions could spend their "aid" from Association funds however they wished to plan, promote, and improve their annual meetings.

The purchase of a computer was supported. The budget was approved.

Mary Alice Brumbach suggested looking to the Association of Volunteer Lawyers and Accountants for help. /None have been located in this area./

Financial Statement:

The financial statement, estimated to the end of the year was reviewed. The updated financial statement is appended.

Challenge Grant Application:

Many recommendations were given for the improvement of the Endowment Fund Challenge Grant Application. Areas marked for change include: strengthen how and where we will seek funds; contact a grant consultant and establish an advisory committee; eliminate numerical discrepancies. Board members agreed to submit written comments to the executive director. It was suggested and agreed that individual board members be contacted for help on the fund-raising plan. Gaines Post suggested asking membership to support the fund personally. He moved, and it was seconded and approved, that we go ahead with the application.

Thomas Lambeth suggested we transfer funds necessary to establish $20,000 in the CCHA Endowment Fund. It was so moved, seconded, and approved.

Anne Rassweiler was asked to serve as executive director through mid-1985. She expressed some concern about the shortage of staff and space. The "contracting out" of bookkeeping was agreed to be a possible answer with the assignment of other duties to Joan Hylander. A committee of Mary Alice Brumbach, Gaines Post, Polly Zanetta, and Donald Schmeltekopf will report to the Board on the staffing question after June 1985.

Board Liaison to AACJC:

Judith Eaton cannot be liaison to the AACJC. Arthur Cohen was recommended and approved. The schedule of the next meeting with AACJC was approved but moved earlier so that discussion can take place during social hour and more time found for reports and planning.

Division Reports:

Central Division

Two outcomes of the 1983 Central Division meeting were: 1) the workshop on critical thinking drew more participants than the meeting itself; 2) members expressed a wish to continue meeting on college campuses.

Both points were major considerations at the executive committee program planning meeting on February 24th. Clearly, workshops attract people. For this reason, we are offering a workshop "Writing Across the Curriculum" in conjunction with the 1984 meeting minus a special fee. Registration fees are designed to encourage attendance for the entire meeting.

We are seeking to improve the quality of programs by sending a more complete call for papers announcement. Three speakers will be featured instead of only two: one at the opening session, a banquet and a luncheon speaker. The meeting theme deals with a major concern of the 1980's: quality across the curriculum. An evaluation form will give us feedback for planning future meetings. There is a tentative plan to offer some kind of entertainment for participants on Friday evening.

The main concern in the Central Division is to build up membership which in turn will increase attendance at meetings. Offering a high quality program will hopefully achieve our objectives.

Evelyn Shields
President

Eastern Division*

On February 25, a committee of representatives of CCHA and ECCSSA met to plan the joint annual Fall meeting to be held November 1-3, 1984 at the Meadowlands Hilton, Secaucus, New Jersey. The conference theme is "Discovering Human Values through the Humanities and Social Sciences."

The major speakers who have been invited to make addresses at the annual meeting are Alberta Arthurs, director of Arts and Humanities, Rockefeller Foundation; Paul Mariani, writer; and Vartan Gregorian, director of the New York Public Library. Ms. Arthurs and Mr. Mariani have agreed to be with us but we have not yet had a response from Mr. Gregorian. Grant applications are being prepared to be sent to the New Jersey Committee for the Humanities to fund the speakers.

Preceding the Fall meeting at the Meadowlands Hilton, there will be a workshop on "Vocational and Professional Curricula and the Teaching of Human Values," to be directed by Phil Pecorino.

The announcement of the annual meeting and call for program proposals is being prepared by Toni Dempster for submission to the printer on April 4.

*For the complete report, see p. 19.

The joint CCHA/ECCSSA planning committee will meet again at the Meadowlands Hilton on July 7, 1984 to make decisions on papers to be presented and to develop the program.

In the spring, 1986, CCHA will meet again with ECCSA for a joint conference.

Gloria Monteiro
President

Pacific-Western Division

Annual Meeting Plans: Our meeting will be held at the Westgate Hotel in San Diego, November 8-10, 1984. The program planned for the conference is substantially different from previous years. In the past, the sessions have centered around the practice of the humanities - what we're doing and how it is applicable to other campuses. This year we have chosen to address substantive issues surrounding the humanities in community colleges. Our Call for Proposals will elicit position papers on issues such as the relationship between humanities and the technological revolution, faculty renewal (burn-out), integrating women's and ethnic studies into the mainstream curriculum, etc. The moderator for each session will also serve as recorder and present at the closing session the recommendations emanating from the presenters and the audience members.

We also plan to precede the conference with several workshops: grant-writing, computers and the humanities, and mainstreaming women and minority studies into the curriculum.

Issues of concern:

1. Should we have a national theme or issue to be addressed at each of the regional conferences which could then be the program at AACJC?

2. Division officers need training on better conference marketing techniques and ways of increasing membership.

3. I am fortunate to have, in my position at Olympic, secretarial staff who have spent many hours to support the duties of the President of the Division. Faculty members are generally not accorded that benefit. Somehow the National organization needs to find a way to support the staff for regional offices.

Polly Zanetta
President

Southern Division

Our 1983 meeting in Orlando was very successful with 85+ in attendance. The keynote address was given by Jimmy Faulkner and Jo Marshall, entitled "Knowing William Faulkner." It was truly excellent. The overall result of the convention was very positive.

At our planning meeting in Charleston, March 3 and 4, we decided to have a similar program format in 1984, i.e., workshops and papers and forums. The program theme is "The Humanities in the Global Village." We plan to develop one or two workshops around tours of Historic Charleston on Thursday and/or Saturday. Also, we are planning a reception to be held hopefully in one of the antebellum Charleston houses which are a part of the College of Charleston. The meeting itself will be held at the recently renovated Francis Marion Ramada Hotel in the heart of Historic Charleston - October 25-27, 1984.

We are investigating ways of getting funds from the South Carolina Committee on the Humanities for a keynote speaker or for a special presentation open to the public.

We talked at length about the need to do something to attract members in the Spring, possibly a "Critical Thinking Workshop" sponsored by the National Office. We also talked about endorsing various recipients of NEH grants to present their program in one or two different sites across the South. This last idea would involve a contractual arrangement where the school or group would make the arrangements and send out the notices to prospective participants and otherwise be in charge. We cannot take on any additional activities out of my office.

Our chief concern is how to manage to grow, to have quality programs, and to develop leadership in the South on a $1500 budget.

Gerald Riedling
President

Southwestern Division

1984 Conference

The Fifth Annual Southwestern Division CCHA Conference will be held in Dallas on October 25 and 26, 1984. Highlighting the conference will be the new Dallas Museum of Art which recently opened to national acclaim and the unparalleled arts district development now in progress in Dallas. The theme, "The City: Environments for the Humanities" will address the urban environment as a statement of values. Major speakers include Dr. David Dillon, architecture critic for the Dallas Morning News and Dr. Phillip Montgomery, civic leader and planner for the arts district. The Teaching Human Values Workshop will be offered in conjunction with the meeting on October 26 and 27.

1985 Conference

Negotiations and planning are underway for a two-day conference (as opposed to a full-blown convention) on the Classics in Contemporary Issues to be keynoted by Dr. Mark Morford in

New Orleans. The Southwest Region is so far flung that travel costs are prohibitive and few regional centers can support major conferences. In addition, discipline specialists also need to attend discipline meetings.

1986 Conference

Convention in Kansas City (possibly with Central Division).

Continuing Issues

- Membership Development: Non-renewal when conference site moves continues to be a problem.
- Faculty Exchange: Project underway.
- Conservation of People Resources: Too few places to sustain major regional conventions every year. Need to join resources with other regions.
- Scholarship: A continuing concern; need to encourage professional accountability in presentations in conferences.

Mary A. Brumbach, Ph.D.
President

Committee Reports:

Publications: Anne Rassweiler reported for Fran Osborne that the committee is satisfied with the content of the publications at present. The committee recommends the appointment of editorial advisors for the journal. The recommendation was not approved.

Status and Future: The report was delayed in the mail and will be sent soon (see attached).

Research and Development: The suggestion of awarding recognition for achievement was debated. The report was found thoughtful and useful and it was decided to open this matter for discussion with members but not to act on it at Board level at the moment.

Items Briefly Noted:

AACJC has renewed CCHA as the Council for the Humanities for three years.

Members were asked to send recommendations to the Board for next year, advice to the national office concerning desirability of summer institutes and seminar possibilities.

Program chairperson and division presidents might consider asking speakers to write articles if their presentations are outstanding.

A new membership form was suggested - including a line "I have enclosed _____ for the Endowment Fund."

It was suggested that the Association devise ways of using past divisional officers to help newly elected officers and the organization as a whole. Notes and formats for annually-repeated tasks should be collected, revised, and handed on.

Judith Eaton noted that this is a good time for CCHA to have an active role as AACJC council, especially in the discussion of the Associate Degree.

The meeting was adjourned at 1:00 p.m.

Community College Humanities Association
Financial Statement

May 1, 1983 - April 30, 1984

Assets:

Cash on hand May 1, 1983	31,393.00	
Endowment Fund	10,000.00	
Restricted cash (NEH)	2,541.00	
Total assets		43,934.00

Revenues:

Memberships		
Individual	12,656.50	
Institutional	600.00	
Contributions	122.50	
Endowment fund(1)	2,893.10	
Interest	5,109.79	
Advertising	40.00	
Book sales	98.35	
Grant support		
Mellon	25,000.00	
Matchette	2,000.00	
State Councils for the Humanities	1,600.00	
Critical Thinking Workshops	18,185.00	
Divisions	21,507.68	
Total revenues		89,812.92

Expenditures:

Salaries[2]	16,827.31	
Office	4,599.23	
Publications and Distributions[2][3]	6,129.96	
Travel & per diem	8,219.37	
Committee Expenses	256.24	
Program	2,601.03	
Critical Thinking Workshops	15,416.49	
Division Expenditures	25,007.09	
NEH Summer Institute Project	2,541.00	
Total Expenditures		81,597.72
Assets April 30, 1984[4]		52,149.20

Notes:

(1) Endowment fund contributions were $2,100.50 to November 30, 1983, $638.60 from December 1, 1983 to February 29, 1984 and $100 to April 30, 1984.

(2) Additional salary and publication costs paid from NEH project grants.

(3) $640.15 printing costs not included, paid May 1984.

(4) Includes $20,000 certificates of deposit in Endowment Fund and $25,000 advance payment of Mellon grant for 1984-1985 fiscal year, but does not include NEH restricted funds.

Report to the CCHA Governing Board

Status and Future of the Humanities
March 27, 1984

The Committee on the Status and Future of the Humanities elected to conduct a survey of community colleges throughout the country to determine degrees and certificates offered by the colleges sampled, the number of humanities courses required for these degrees and the courses designated to satisfy these requirements. Information was gathered from college catalogs selected by Art Cohen and sent to committee members. As a result of this survey, the following information was gathered. Comments and recommendations follow.

One hundred and thirty-six colleges were surveyed nationwide. All but one offered an Associate degree of one form or another.

1. Colleges offering a(an)

AA degree	124	91%
AS degree	94	69%
AAS degree	85	63%
certificate/diploma	97	71%

2. Of those offering the various degrees, specific humanities requirements (excluding courses in composition) were as follows:

   90% had specific requirements in "humanities" for the AA degree

   74% had specific requirements in "humanities" for the AS degree

   35% had specific requirements in "humanities" for the AAS degree

   0% had specific requirements in "humanities" for a certificate/diploma

3. Where a specific "humanities" requirement existed, it could be met by courses in

literature in	97 colleges
art in	85 colleges
music in	78 colleges
philosophy in	73 colleges
foreign languages	69 colleges
speech	66 colleges
drama	56 colleges
journalism/report writing	34 colleges
introduction to humanities	29 colleges
creative writing	16 colleges
ethnic studies	15 colleges
western civilization	8 colleges
miscellaneous (photography, film, ornamental arts, history, social science, library science, home economics, religious and Bible studies)	55 colleges

Comments

1. The number of semester units in humanities required for an associate degree varied from 0-20 units with no clear pattern regionally. Occasionally a degree requirement could be met by either social science or humanities. In the Eastern Division, units often varied by program and were subject to individual arrangements with counselors.

2. Where humanities requirements could be satisfied in the fine arts area, many colleges allowed participation or studio courses to count -- e.g. dance, painting, theatre; few limited humanities courses to art/drama history/ appreciation.

3. Many allowed any speech course to count as humanities; few limited it to oral interpretation.

4. Many allowed foreign language to count at any level; few restricted it to intermediate courses where presumably there would be heavier concentration on culture.

Recommendations

The CCHA Governing Board should consider whether to recommend the following, either independently or in conjunction with NEH or AACJC:

That community colleges offering associate degree programs should:

1. Require at least 3 units of humanities courses in satisfaction of requirements for any associate degree program. Note that only 35% of AAS programs require courses in the humanities.

2. Separate the humanities requirement from a social studies requirement.

3. Include -- as satisfying the humanities requirement -- those and only those courses in the fine arts which have a substantial history, appreciation or critical interpretation element as opposed to courses which are devoted primarily to developing techniques and skills (history/apprecation of art, music, theatre, vs. painting, performing, etc.).

4. Include those and only those foreign language courses which include a substantial portion of cultural history (vs. basic grammar, conversation courses).

5. Set general guidelines for courses to satisfy the humanities requirement to encourage colleges to rethink present courses such as library science, ornamental welding or ornamental horticulture, home economics and those religious studies courses which are predominantly historical in nature with regard to their satisfying a humanities requirement.

Chairman: Donald Porter
Committee Members: Janice Allen
Richard Bernardi
Peggy Boegeman
Tom Boghosian
Jimmie Styles

Report of the Committee on Research and Development
October 4, 1983

The Committee on Research and Development focused on three topics which concern humanities faculty at community colleges, in particular, and at all colleges and universities, in general: 1) the functional definition of the humanities; 2) the criteria and procedures for the proposed Distinguished Humanities Achievement Award; and 3) subjects for CCHA summer institutes, workshops or conferences. The committee discussed, deliberated, debated, and arrived at consensus.

Functional Definition of the Humanities

First, a committee member suggested that drops in enrollment in the humanities is, in part, caused by the absence of a functional definition that curriculum developers, course proposers, college administrators, and state evaluators could use as a guideline. Most definitions, it appears, are too broad to be used as standards by which to determine whether or not a course "qualifies" as a humanities offering. Indeed, such broad definitions, especially in an era of increasing and encroaching specialization, permit some faculty and administrators to include basic composition in the humanities and, by so doing, even crowd out literature as the English humanities course. The committee's discussion of the problem pointed to the need for a clearer definition of the humanities, one that is consistent with the context and mission of the community college and one that focuses on the student as a potential or developing professional being.

The committee agreed that community college faculty and administrators would benefit from a discussion on the functional definition of the humanities; these discussions could take the form of regional summer institutes or conferences or could be published as a monograph that contained a lead article and several reaction papers (like the recent Sloan Report on technology).

Distinguished Achievement in the Humanities Award

On the matter of the Association's Distinguished Achievement in the Humanities Award, the committee concurred on the following points:

1. the award should be given to colleges (institutions) not to individuals;

2. the award should recognize excellence;

3. the award should be given to institutions that have exemplary programs that have been successful in promoting the significance of the humanities;

4. the award should be given annually.

The committee suggested that the award itself may be in the form of a handsome citation, framed, if feasible, and that the CCHA should publicize the award and its recipients through its publication, in the Community and Junior Journal, Chronicle of Higher Education, and in news releases to local and national papers.

The committee recommends that regional panels selected by the executive committees judge the applicants in their respective regions and award the winning applicant the Outstanding Achievement in the Humanities Award. Other applicants, within a reasonable number, deserving of recognition may be awarded Distinguished Achievement in the Humanities Awards.

Furthermore, in judging applicants for these awards, the judges should keep the intent of the committee in mind: that is, to recognize excellent, innovative, exemplary, current programs that promote the humanities; and to recognize and publicize those community colleges that encourage the creation of excellent humanities programs; and to stimulate, through these awards, an increase in the number of institutions that foster excellence in the humanities.

Topics for Summer Institutes, Workshops, Conferences

The committee then turned to a discussion of issues that are both important and relevant to community college faculty and also suitable as topics for summer institutes or as themes of conferences and publications. Two issues emerged as the most significant and most challenging: effecting change and faculty development. Members of the committee spoke about the difficulties involved in creating an environment for change, developing effective strategies for change, and stimulating faculty to think about and accept changes in courses and curricula, and, in a broader sense, to create courses that stimulate students' acceptance of change. This issue is related to the next one -- faculty development or professional renewal. The committee considered a host of approaches, from discipline-based summer institutes to regional conferences that addressed the problem both institutionally and individually to formation of regional teams of faculty that would travel to colleges and schedule and moderate colloquia on a variety of topics.

Other topics appropriate for summer institutes, include "Honors Programs: Models for Community Colleges," "The Transfer Function of the Community College," "Spiritual and Moral Dimensions of the Humanities," "The Climate for Creativity," and "Links between Advisory Committees and Programs."

The Committee on Research and Development adjourned, confident that its deliberations resulted in constructive direction and fruitful, serious thought on significant matters.

Bulletin

ANNOUNCEMENTS

Policy on Organizational Affiliation with CCHA

The Community College Humanities Association will enter into affiliations with other organizations whose purposes are consistent with its own. Each affiliation must be approved by the Board of Directors of CCHA and be reviewed at least once every three years. Documentation of purpose, organizational structure, and membership of the group requesting affiliation must be provided to CCHA in order for that organization's affiliation to be considered.

If the affiliation entails dual membership with CCHA, the criterion for establishing membership dues to CCHA shall be based on the number of current dues-paying members of the affiliating organization. The formula is as follows: 1) if the affiliating organization has fewer than 35 dues-paying members, the membership dues to CCHA shall be the full amount; 2) if the affiliating organization has 35-74 dues-paying members, the membership dues to CCHA shall be reduced by 20 percent; 3) if the affiliating organization has 75 or more dues-paying members, the membership dues to CCHA shall be reduced by 30 percent. The total sum of the membership dues owed to CCHA by the affiliated organization shall be paid by November 15 annually.

(For the purposes of this policy, "dues-paying members" refers to membership in both the affiliated organization and CCHA.)

Approved by the Board of Directors of CCHA, April 24, 1983.

CONFERENCES

Oct. 26-27 Nov. 1-2, 1984	CCHA, two regional workshops on the topic, "Vocational and Professional Curricula and the Teaching of Human Values," supported, in part, by the Matchette Foundation and held in conjunction with the CCHA Eastern and Southwestern annual meetings.

October 5-6, 1984 — Central Division annual meeting, Kalamazoo Valley Community College, Kalamazoo (MI). Guest speakers are David W. Breneman, president, Kalamazoo College, formerly of the Brookings Institution; Clyde LaTarte, president, Jackson Community College (MI); and Charles Breed, chairman, Art Department, Delta College (MI), nationally recognized plastics artist. For further information, contact Evelyn Shields, Delta College, University Center, MI 48710; (517) 686-9458.

October 25-26, 1984 — Southwestern Division annual meeting at the Harvey House Hotel, Dallas (TX). Guest speakers are Dr. Philip O'Bryan Montgomery, Jr., coordinator of Dallas Art District, professor of pathology, Southwestern Medical School, and executive director of Cancer Center, the University of Texas Health Science Center at Dallas; and David A. Dillon, architecture critic for the Dallas Morning News. For further information, contact Linda Lee, Brookhaven College, Learning Resource Center, 3939 Valley View Lane, Farmers Branch, TX 75334; (214) 620-4855.

October 25-27, 1984 — Southern Division annual meeting at the Francis Marion Ramada Hotel, Charleston (SC). The theme of the meeting is "The Humanities and the Global Village." For further information, contact Gerald Riedling, Jefferson Community College, 109 East Broadway, Louisville, KY 40202; (502) 584-0181.

November 1-3, 1984 — Eastern Division annual meeting at the Meadowlands Hilton Hotel, Secaucus (NJ). Guest speakers are Alberta A. Arthurs, director of Arts and Humanities, Rockefeller Foundation; Paul Mariani, writer; and Abraham Asher, professor of history, City University of New York Graduate Center. For further information, contact David Berry, Essex County College, Newark, NJ 07652; (201) 877-3251.

November 8-10, 1984	Pacific-Western Division annual meeting at the Westgate Hotel, San Diego (CA). The theme of the meeting is "By What is Contrary: The Humanities in 1984." For further information, contact Polly Zanetta, Olympic College, 16th and Chester, Bremerton, WA 98310; (206) 478-4866.
March 14-17, 1985	The American Association for Higher Education national conference at the Palmer House, Chicago (IL). For further information, contact AAHE, Suite 600, One Dupont Circle, Washington, D.C. 20036; (202) 293-6400.
April 14-17, 1985	American Association of Community and Junior Colleges 65th annual convention at the Town and Country Hotel, San Diego (CA). The meeting's focus is Teaching and Learning. For further information, contact Connie Sutton, vice president for Professional Services, AACJC, Suite 410, One Dupont Circle, Washington, D.C. 20036; (202) 293-7050.

CCHA General Endowment Fund Contributors

FOUNDERS CLUB
($100 or more)

William B. Biddle
Donald E. Billiar
Mary Alice Brumbach
Arthur M. Cohen
Judith Eaton
Dale Edmonds
Landon C. Kirchner
H. Stanley Mansfield
Gwendel Mulkey
James F. Perry
Portland Community College
Gaines Post, Jr.
Anne D. Rassweiler
Donald D. Schmeltekopf
Gregory I. Stevens

PATRONS GROUP
($25 to $99)

Janice L. Allen
Elizabeth M. Barnes
Richard Bernardi
Thomas F. Boghosian
Mary W. Brackett
Robert G. Bragg
Samuel Brewer
David H. Caskey
Sondra B. Fishinger
Richard Charles Ford
R. B. Gentry
Margaret Gwathmey
Thomas Hendrickson
Joan Hylander
Robert F. Jacot
Ben Johnson
Richard Kalfus
Rhonda Kekke
Joseph Kudless
Nancy LaPaglia
Carol McCombs
Janice Moulton
Donald Nemeyer
Donald M. Nolen
Frances P. Osborn
Philip A. Pecorino
Richard B. Ruiz
Saul C. Saenz
Evelyn Shields
Alice Villadsen
Wallace Winchell
Polly Zanetta

DONORS GROUP
(under $25)

Mary T. Barker
Priscilla B. Bellairs
Amanda H. Blackman
Terrell Ward Bynum
Nancy Daggett
Charles Davis
Margarete Driver
Kathy Earley
Mary Egan, S.C.
Fran Good
Harris R. Green
Betty S. Griffin
Lawrence D. Hogan
Edgar Langevin
Eva Mader
Sharon Meltzer
Jimmy H. Miller
Aaron Royal Mosley
Grace G. Newcomer
Donald Palmer
Elizabeth Pennington
Paul Suter
Carole Law Trachy
George Zirnite

Awards and Honors Received by CCHA Members

1982-1985*

FELLOWSHIPS

Hawkes, Peter
Fund for the Improvement of Post Secondary Education to participate as a Fellow in the Brooklyn Institute for Collaborative Learning and Peer-Tutor Training

Hogan, Lawrence D.
Mellon-Community Colleges Project: Literature in American Society, 1985

Kasachkoff, Tziporah
Mellon-Community Colleges Project: Poverty and Society Program, Fall 1984

Newcomer, Grace G.
Mellon-Community Colleges Project: American Civilization Program, Spring 1983

Oelke, Karl
Mellon-Community Colleges Project: Literature in American Society, 1985

Schmeltekopf, Donald D.
American Council on Education, 1982-1983

Schulz, Beate A.
American Council on Education, 1984-1985

GRANTS

Berry, David and Curry, Steve
NEH, 1984 for institute "The Introductory History Course and the 'New History'"

Boegeman, Margaret
National Science Foundation two-year research grant: "Ethics and Values in Science and Technology"

*Awards listed include only those given on a competitive basis during 1982-1985.

Bradley, Michael R.
NEH, 1984 for institute in interdisciplinary study of U.S. literature and history in the period 1920 to the present

Castelli, Rosemary
Delaware Humanities Forum for Conference: "The Culture Connection: The New Internationism in American Business"

Early, Kathy Fedorko
Woodrow Wilson Research Grant in Women's Studies, 1984

Edmonds, Dale W.
NEH, 1983 for Portland Community College Humanities project

Finkelston, Theodore and Grabel, Lawrence
NEH, 1983 for curriculum development "Western Civilization/ Humanities: An Interdisciplinary Approach"

Hogan, Lawrence
New Jersey Committee for the Humanities, 1984 for the program "Before You Can Say Jack Robinson: Black Baseball in New Jersey in the Era of the Color Line, 1885-1950"

Jacob, Greg
Fulbright-Hays, 1984 for six-week study of literature in India

Low, Virginia
Massachusetts Foundation for Humanities for photography exhibit "Women at Work: Views and Visions from the Pioneer Valley"

Mael, Phyllis
NEH, to develop an interdisciplinary team-taught humanities program that will satisfy three general education requirements

Nolen, Donald M.
Illinois Humanities Council Award, 1984 for conference on "Good Thinking..."

O'Sullivan, Wayne
NEH, 1984 for "A Revival of the Humanities at Erie Community College"

Pruehs, Luanne
NEH, 1982 for "Integration of Humanities in Technology Curricula"

INSTITUTE PARTICIPANTS

Billiar, Donald
NEH, 1984 summer seminar "Culture and Society in England, 1840-1918: An Interdisciplinary Approach"

Hamilton, Phyllis
NEH, 1983 summer seminar, University of Virginia

Hogan, Lawrence D.
Bicentennial 1987 summer seminar grant through American Historical Association and American Political Science Association in "Blacks and the Constitution"

Sears, Tom
NEH, 1984 summer institute "The Introductory History Course and the 'New History'"

Soldwedel, Eileen
NEH, 1983 summer seminar "Medieval Mysticism"

Wisch, Howard
NEH, 1984 summer seminar "Biomedical and Nursing Ethics"

OTHER

Winters, Donald
1983 Gabriel Prize, American Studies Association and Greenwood Press

Community College Humanities Association

Institutional Members

1983

COLLEGE OF SAN MATEO (CA)
President Lois Callahan
FULLERTON COLLEGE (CA)
President Philip Borst
JOHNSON COUNTY COMMUNITY COLLEGE (KS)
President Charles Carlsen
OLYMPIC COLLEGE (WA)
President Henry Mellander
SKYLINE COLLEGE (CA)
President Donald J. MacIntyre
TARRANT COUNTY COMMUNITY COLLEGE (TX)
Chancellor Joe B. Rushing
UNION COUNTY COLLEGE (NJ)
Acting President Leonard T. Kreisman
VALENCIA COMMUNITY COLLEGE (FL)
President Paul Gianini
WAUBONSEE COMMUNITY COLLEGE (IL)
President John J. Swalec
WHATCOM COMMUNITY COLLEGE (WA)
President Harold G. Heiner

Membership List

1983

ABHISHAKER, M.J.
Minneapolis Community College (MN)
ACENA, ALBERT
College of San Mateo (CA)
AFZAL, MARTHA
Dutchess Community College (NY)
AIETA, JOSEPH, III
Lasell Junior College (MA)
AKINS, DOLORES C.
Tarrant County Junior College, Northwest (TX)
ALBERTSON, SANDRA
Middlesex Community College (MA)
ALEMAN, FRANK
Quinebaug Valley Community College (CT)
ALLEN, JANICE
Seminole Community College (FL)
ALLEN, LOUISE
Pueblo Community College (CO)
ALLEY, DONNA K.
Maplewoods Community College (MO)
ALLRAN, PHYLLIS E.
Guilford Technical Institute (NC)
ALLUMS, BETTY
Sonoma State University (CA)
ALVAREZ, HELEN M.
Ponce Technological University College (PR)
ANANIA, KENN
Massasoit Community College (MA)
ANASTOS, ASPASIA
Mt. Wachusett Community College (MA)
ANDERSON, KENT
University of Wisconsin (WI)
ANDERSON, LIZ
Kirkwood Community College (IA)
ANDERSON, WARREN, JR.
North Harris County College (TX)
ANDREWS, DICK
Clackamas Community College (OR)
ANDREWS, EDGAR
College of San Mateo (CA)
ANGUS, ROBERT J.
Golden West College (CA)

ANNUGITA, PREM
Clatsop Community College (OR)
ANTON, DOUGLAS
Trinidad State Jr. College (CO)
ARMSTRONG, ANNE C.
Walters State Community College (TN)
ARNOLD, ALLEN D.
Dabney S. Lancaster Community College (VA)
AROIAN, PAULINE
Chaffey College (CA)
ARTS & HUMANITIES
University of Maine (ME)
ASBAUGH-ADAMS, CHRISTA
Aims Community College (CO)
ASP, WALDO B.
Normandale Community College (MN)
AUSTIN, ROBERT W., JR.
Tacoma Community College (WA)

BACHMAN, CAROL
Tunxis Community College (CT)
BACUS, ANNA M.
Trinidad State Jr. College (CO)
BADNER, WILLIAM
Cape Code Community College (MA)
BAHN, ADELE
CUNY Graduate Center (NY)
BAKER, BILL
Community College of Philadelphia (PA)
BALL, JERALD T.
Chabot College Valley Campus (CA)
BALMACEDA, MARGARITA M.
Ponce Technological University College (PR)
BANKS, ROBERT G.
Virginia Western Community College (VA)
BANNER, JAMES M., JR.
Washington, DC
BARKER, MARY T.
Cleveland State Community College (TN)
BARNES, ELIZABETH M.
CCHA
BARNES, VERLE
Roane State Community College (TN)
BARRONS, PHILIP
Macomb Community College (MI)
BARRY, ROGER J.
Lake Land College (IL)
BASKINS, DOROTHY
Blue Mountain Community College (OR)
BATSCHA, PAUL
Lincoln Land Community College (IL)
BAXTER, LEE
Glendale Community College (AZ)
BAY, LIBBY
Rockland Community College (NY)
BAYER, JOHN
St. Louis Community College/ Meramec (MO)
BEKEART, DANA
Kauai Community College (HI)
BELLACE, PATRICIA
Lord Fairfax Community College (VA)
BELLAIRS, PRISCILLA B.
Northern Essex Community College (MA)
BENSON, PAUL
Mt. View College (TX)
BENSON, HARRY K.
Maysville Community College (KY)
BERGER, CAROL ALTEKRUSE
St. Louis Community College/ Florissant Valley (MO)
BERGER, JEFFREY
Community College of Philadelphia (PA)
BERLINGER, MANETTE R.
Queensborough Community College (NY)
BERRY, DAVID
Essex County College (NJ)
BERNARDI, RICHARD L.
Rock Valley College (IL)
BERTCH, JULIE
South Mountain Community College (AZ)
BESTOCK, DONNA
Skyline College (CA)
BIDDLE, WILLIAM
Walters State Community College (TN)
BIESTY, PATRICK
County College of Morris (NJ)
BIGGERS, CYNTHIA J.
Parkland College (IL)
BILLIAR, DONALD
Union County College (NJ)
BILSON, BARBARA
Santa Monica College (CA)
BIRD, MARY ALICE
Tulsa Junior College (OK)
BISBEE, RICHARD
Worthington Community College (MN)

BISSELL, OLIVIA
Somerset County College (NJ)
BLACKMAN, A.F.
Anderson College Library (SC)
BLACKMAN, AMANDA H.
Tulsa Junior College,
Northeast Campus (OK)
BLACKMON, ANNA C.
Brevard Community College (FL)
BLAND, WILLIAM D.
Wayne Community College (NC)
BLOOM, STUART
Schoolcraft Community College (MI)
BLOOMFIELD, EDWARD H.
Cerritos College (CA)
BODEK, EVELYN
Community College of Philadelphia (PA)
BODKIN, GERALDINE
Northeastern Junior College (CO)
BODNARUK, VIRA
Daley College/Chicago (IL)
BOEGEMAN, MARGARET B.
Cypress College (CA)
BOGHOSIAN, THOMAS F.
Atlantic Community College (NJ)
BOJAR, KAREN
Community College of Philadelphia (PA)
BOLAND, ROBERT
Berkshire Community College (MA)
BOSCO, SISTER JOHN
St. Mary's College of O'Fallon (MO)
BOTTORFF, JAMES H.
Tarrant County Jr. College (TX)
BOUCHARD, BARBARA H.
Evergreen Valley College (CA)
BOUNDS, GAIL
Thomas Nelson Community College (VA)
BOWMAN, MICHELLE
Front Range Community College (CO)
BOWMAN, WAIRIMU G.
Los Alamos (NM)
BOYDEN, JAMES E.
Broome Community College (NY)
BOYER, LAWRENCE B.
Alpena Community College (MI)
BRACKETT, BOONE
River Forest (IL)
BRACKETT, MARY W.
Norwalk Community College (CT)
BRADLEY, MICHAEL
Motlow State Community College (TN)
BRADY, MARY
Orange Coast College (CA)
BRAGG, ROBERT G.
Whatcom Community College (WA)
BRANDA, ROBERT
Rock Valley College (IL)
BRANDON, DONNA
Bend (OR)
BREED, CHARLES A.
Delta College (MI)
BREED, LOREE
Longview Community College (MO)
BREITWIESER, DIANNE E.
St. Louis Community College at Meramec (MO)
BREWER, SAMUEL A.
College of the Redwoods (CA)
BRIGHAM, BUFF
Denver Auraria Community College (CO)
BRIGHOUSE, JEB
Glendale Community College (CA)
BRITTO, NEVILLE B.
Delta Community College (MI)
BROCK, LARRY LEE
Brevard Community College (FL)
BROER, PAUL
New York City Technical College (NY)
BROWN, JAMES L.
Kansas City Community College (KS)
BROWN, JOHN E.
Harford Community College (MD)
BROWNE, GERALD D.
Kauai Community College (HI)
BRUMBACH, MARY
Brookhaven College (TX)
BRUNET, DAVID
University of Wisconsin-Fox Valley (WI)
BRYANT, GLENNA
Merritt College (CA)
BUCHOLTZ, CURT
Arapahoe Community College (CO)
BUKER, ALDEN
Manchester Community College (CT)
BUKSBAUM, RONALD W.
West Hartford (CT)
BULLOCK, RICHARD D.
Bucks County Community College (PA)
BUNGAY, ELLEN C.
Anne Arundel Community College (MD)
BURCHINAL, KENNETH H.
Coffeyville Community College (KS)
BURGOS-SASSCER, RUTH
Aguadilla Regional College
University of Puerto Rico (PR)
BURKE, BOBBYE J.
Community College of Philadelphia (PA)

BURKE, ROBERT P.
Joliet Junior College (IL)
BURKES, Thompson
University College of Cincinnati (OH)
BURNS, ANN
Chattahoochee Valley Community College (AL)
BUROW, DIETRICH K.
South Central Community College (CT)
BURR, MARIANNE
Miami-Dade Community College (FL)
BUTLER, H. SCOTT
Newport News (VA)
BYNUM, TERRELL WARD
Dutchess Community College (NY)
BYRUM, NOAMIE R.
Tyler Junior College (TX)

CADE, EDWARD W.
Parkland College (IL)
CADIGAN, JOHN F., JR.
New York State Assembly (NY)
CAIN, KATHI
Front Range Community College (CO)
CALE, DAVID W.
Amarillo College (TX)
CALOURI, MARIO
Berkshire Community College (MA)
CAMERON, GLEN T.
Miles Community College (MT)
CAPELLA, BARRY JOHN
Orange County Community College (NY)
CARDWELL, JOHN
Parkland College (IL)
CARESIO, CAROLE
Illinois Valley Community College (IL)
CARLSON, CHARLES R.
Bakersfield College (CA)
CARPENTER, GARRETT R.
Front Range Community College (CO)
CARPENTER, LUCAS
Suffolk County Community College (NY)
CARRITHERS, DAVID R.
Prairie State College (IL)
CASALI, PATRICK V.
Oakton College (IL)
CASKEY, DAVID H.
Rock Valley College (IL)
CASSADY, ANNE
Middlesex Community College (CT)
CASTELLI, ROSEMARY A.
Goldey Beacom College (DE)
CECIL, DONALD
Islands Community College (AK)
CERQUA, RANDY
Cerqua Realty (IL)
CERVANTES, ALFONSO
St. Philip's College (TX)
CERVANTES, CECILIA
Denver Auraria Community College (CO)
CERVENY, KENNETH G.
Daytona Beach Community College (FL)
CEUTNER, MARILYN
Lurleen B. Wallace State Junior College (AL)
CHAFFEE, JOHN
LaGuardia Community College (NY)
CHANCE, RUSSELL J.
John C. Calhoun Community College (AL)
CHANCEY, J. FREDERIC
Chemeketa Community College (OR)
CHANEY, L. DWIGHT
Paris Junior College (TX)
CHAMBERLAIN, OWEN
Portland Community College (OR)
CHASE, SISTER CONSUELA
Mallinckrodt College (IL)
CHASE, TOM
Linn-Benton Community College (OR)
CHEN, VICTOR
Chabot College (CA)
CHENEY, KEN
Linn-Benton Community College (OR)
CHRISS, MICHAEL
College of San Mateo (CA)
CHRISTENSEN, JANE
National Council of Teachers of English (IL)
CHRISTIANSEN, MARY ANN
Butler County Community College (KS)
CHRISTIANSEN, PAULINE
Bellevue Community College (WA)
CINATL, MICHAEL
Tarrant County Junior College (TX)
CIGNARELLI, MARY
Illinois Central College (IL)
CIUMMO, JOSEPH A.
Community College of Allegheny County (PA)
CLAPP, BOB
Blue Mountain Community College (OR)
CLARK, DAVID L.
Prairie State College (IL)
CLARK, JACQUELYN W.
Jefferson Community College (KY)

CLARK, KATHY
Mississippi Gulf Coast Junior College (MS)
CLAUSEN, JEFFREY
Green River Community College (WA)
CLEMENT, JOB B.
Daytona Beach Community College (FL)
CLINE, FRANK, JR.
Miami-Dade Community College (FL)
CLOUTIER, ARTHUR C.
Manchester Community College (CT)
COCHRAN, CHARLES
Marshalltown Community College (IA)
COHEN, ARTHUR M.
Center for the Study of Community Colleges (CA)
COLEMAN, GERALD
Union County College (NJ)
COLLINS, HELEN
Nassau Community College (NY)
COLLINS, WILLIAM
Jefferson College (MO)
CONNELL, THOMAS P.
Ocean County College (NJ)
CONNELLY, JOHN A.
Southwestern College (CA)
CONNOR, MARILYN
Chemeketa Community College (OR)
CONSOL, FRED
Butte College (CA)
COOKE, VIRGINIA B.
Fraser Valley College (CN)
COOMBER, DAVID
Shelby Community College (TN)
COOPER, JAMES G.
South Plains College (TX)
COOPER, M. THOMAS
Monroe Community College (NY)
COOVELIS, JAMES F.
Chabot College (CA)
CORBETT, DEL
Clatsop Community College (OR)
CORBY, WILLIAM
Berkshire Community College (MA)
CORNELIUS, ERWIN
McHenry County College (IL)
CORNELIUS, JANET
Danville Area Community College (IL)
CORSBERG, DOROTHY
Northeastern Junior College (CO)
COSGROVE, ALLEN
Somerset County College (NJ)
COWENS, ISABELLE
Bunker Hill Community College (MA)
CRADDICK, JAN
Sheldon Jackson College (AK)
CRAFT, DALE L.
Westmoreland County Community College (PA)
CRESS, DONALD A.
Northern Illinois University (IL)
CROMEY, LILLIAN K.
Northwestern Connecticut Community College (CT)
CRONK, GEORGE
Bergen Community College (NJ)
CROUCH, MARGARET W.
Goldey Beacom College (DE)
CRUICKSHANK, IAN
St. Louis Community College (MO)
CUDNEY, CHARLES H.
Walla Walla Community College (WA)
CUNNINGHAM-RUIZ, CAROL
Bakersfield College (CA)
CURRY, STEVE
New York University (NY)
CURTIS, STEPHEN M.
St. Louis Community College (MO)

DABELKO, ELAINE
Hocking Technical College (OH)
DAGGETT, NANCY SUE
Aims Community College (CO)
DANESI, SHARON
Mineral Area College (CO)
DANFORTH, CHARLES
University of Maine (ME)
D'AGOSTINO, ROSE
Orange County Community College (NY)
DAMIANI, BRIAN P.
Virginia Beach (VA)
D'ANGELO, ANTHONY J.
Peirce Junior College (PA)
DANIELSON, ROBERT W.
Grossmont College (CA)
DAUBE, JONATHAN M.
Berkshire Community College (MA)
DAUGHERTY, CHARLES H.
Humanities Foundation of West Virginia (WV)
DAUM, BARBARA
North Seattle Community College (WA)
DAVIS, CAROLYN
North Harris County College (TX)
DAVIS, CHARLES W.
DeKalb Community College (GA)
DAVIS, SANDRA
Pikes Peak Community College (CO)
DAWES, KAREN RAY
James Sprunt Technical College (NC)
DAWSON, WILLIAM J., JR.
New River Community College (VA)

DAY, MARJORIE
Everett Community College (WA)
DEANE, FRANK
Berkshire Community College (MA)
DEARRONE, MOSELLE ARNETTA
Louisiana State University (LA)
DEARDEN, LAYNE
Ricks College (ID)
DEFEVER, SUSANNA
St. Clair Community College (MI)
DEHAVEN, R. KENNETH
Tri County Technical College (SC)
DELAPLAIN, LAVERNE ARTHUR
San Jacinto College (TX)
DELUGACH, PHYLLIS
Triton College (IL)
DEMARIS COLLEEN
Bellevue Community College (WA)
DEMPSTER, ANTONIA
Genesee Community College (NY)
DEVILLEZ, RANDY
Moraine Valley Community College (IL)
DEWOLF, FREDERICK
Clackamas Community College (OR)
DIETZ, JACK
Northeastern Junior College (CO)
DIETZ, ROBERT
Olympic College (WA)
DILLARD, GEORGIA
Phoenix College (AZ)
DINBERGS, RUTH B.
Montgomery College (MD)
DOBKINS, BETTY BROOKE
Tulsa Junior College (OK)
DODSON, LEE
Rockingham Community College (NC)
DOGGRELL, JOAN
Clark County Community College (NV)
DONAHOE, MARY A.
Central Oregon Community College (OR)
DONAHUE, CYNTHIA
Brevard Community College (FL)
DONAHUE, MICHAEL
Camden County College (NJ)
DONNELLY, BRIAN
Central Ohio Technical College (OH)
DORAN, JAMES P.
Ocean County College (NJ)
DOUGLAS, ROBERT
Anchorage Community College (AK)
DOVER, NANCY
Westark Community College (AR)
DOWNIE, ANDREW
County College of Morris (NJ)
DOYLE, JACK
University of South Carolina (SC)
DRABECK, BERNARD A.
Greenfield Community College (MA)
DREGER, SISTER IRMA
Mallinckrodt College (IL)
DREISBACH, CHRISTOPHER
Villa Julie College (MD)
DREWEK, PAULA A.
Macomb County Community College (MI)
DRIVER, MARGARETE
Middlesex County College (NJ)
DUBOIS, BARBARA R.
University of New Mexico (NM)
DUGAN, MARJORIE
Community College of Philadelphia (PA)
DUNLAP, ELAINE
Diablo Valley College (CA)
DUNLAP, LYNN
Skagit Valley College (WA)
DUSZYNSKI, TIMOTHY J.
Montgomery College (MD)
DUVALL, BETTY
St. Louis Community College (MO)
DWYER, DORIS D.
Western Nevada Community College (NV)

EAGLE, ANITA
Princeton University (NJ)
EARLEY, KATHY
Middlesex County College (NJ)
EASON, DOUGLAS O.
Columbia State Community College (TN)
EATON, JUDITH S.
Community College of Philadelphia (PA)
EBERSOLE, JAY F.
Harrisburg Area Community College (PA)
ECKELBERG, CYRIL
Clinton Community College (IA)
EDMONDS, DALE
Portland Community College (OR)
EDMONDSON, VERNON R.
New Mexico Military Institute (NM)
EDRINGTON, DEVON
Tacoma Community College (WA)
EDWARDS, PAUL
Fairmont State College (WV)
EGAN, MARY
Elizabeth Seton College (NY)
EISENBERG, DIANE U.
Council for the Advancement of Citizenship (DC)
ELLINGWOOD, FRANCES
SPOKANE FALLS COMMUNITY COLLEGE (WA)

ELLIOT, GREY
Blue Mountain Community College (OR)
ELLIS, HELEN E.
Greenfield Community College (MA)
ELLIS, MARILYN POPE
Skyline College (CA)
ELY, BEVERLY
Red Rocks Community College (CO)
EMIG, JULES
Tulsa Junior College (OK)
EMOND, LOUIS
Dean Junior College (MA)
ENGLER, BARBARA
Union County College (NJ)
ENGLISH DEPARTMENT
Indiana University of Pennsylvania (PA)
ENNIS, GLENN
Medicine Hat College (CN)
EPSTEIN, DONALD B.
Clackamas Community College (OR)
ERICKSEN, ROBERT P.
Olympic College (WA)
ESTES, JACK
Peninsula College (WA)
EUBANKS, SANDY
Jefferson Community College (KY)

FAIRCHILD, DIANE M.
City College of San Francisco (CA)
FAJARDO, JOSE
Aims Community College (CO)
FARLAND, JULIEN M.
Middlesex Community College (MA)
FEDOR, JOAN
Highline College (WA)
FENLON, KATHERINE F.
Jefferson Community College (NY)
FENNER, LISL
Lane Community College (OR)
FERGUSSON, DIANNE S.
Midlands Technical College (SC)
FENWICK, DOUGLAS E.
Community College of Philadelphia (PA)
FERRANCE, FRANCIS J.
Victor Valley College (CA)
FERRANTE, JOHN C.
Community College of Allegheny County (PA)
FERRY, MARJORIE
Chemeketa Community College (OR)
FIELD, CRYSTAL M.
Penn Valley Community College (MO)
FIFE, E. THOMAS
James Sprunt Technical College (NC)
FINKELSTON, CANDACE
St. Louis Community College at Meramec (MO)
FINKELSTON, TED
St. Louis Community College at Florissant Valley (MO)
FISHER, NANCY M.
Roane State Community College (TN)
FISHINGER, SONDRA
Union County College (NJ)
FITZGERALD, RICHARD F.
Florida Keys Community College (FL)
FLICKINGER, JOE
Clatsop Community College (OR)
FLINT, MARTHA
Housatonic Community College (CT)
FLYNN, ELIZABETH ANN
Chabot College (CA)
FORMAN, EDWARD H.
Community College of Philadelphia (PA)
FRANKLIN, PHYLLIS
Association of Departments of English (NY)
FREDA, ADOLPH F.
West Orange (NJ)
FREEMAN, WYNORA W.
Tuscaloosa (AL)
FRIEDMAN, ENID
Essex County Community College (NJ)
FRIEDMAN, JUDITH P.
Bergen Community College (NJ)
FRIEDMAN, RICHARD F.
Central Oregon Community College (OR)
FRY, LEE
Kirkwood Community College (IA)
FYFE, PATRICIA
Everett Community College (WA)

GALUB, ARTHUR L.
Bronx Community College (NY)
GANZ, DIANE S.
Montgomery College (MD)
GARRETT, SHEILA O.
Spartanburg Technical College (SC)
GASARCH, PEARL
New York City Technical College (NY)
GASKEY, NORMA L.
Jefferson Community College (KY)
GEDDES, PATRICIA
Cypress College (CA)
GELLMAN, LOLA B.
Queensborough Community College (NY)
GENTRY, ROBERT B.
Jacksonville (FL)
GERSON, JESSICA
Dutchess Community College (KY)

GIBSON, KATHRYN
Capital District Humanities Program SUNY (NY)
GILL, THOMAS S.
Chemeketa Community College (OR)
GILLESPIE, HAROLD R., JR.
Central Oregon Community College (OR)
GILLIARD, BARI LYNN
Greater Hartford Community College (CT)
GILLILAND, JOE
Cochise College (AZ)
GILMOUR, DAVID
Tacoma Community College (WA)
GILROY, VIVIENNE
Union County College (NJ)
EL-GINDY, GIHAN
Community College of Baltimore (MD)
GINGERICH, JULIE
Des Moines Area Community College (IA)
GIST, PAMELA
Cedar Valley College (TX)
GLIENNA, RAYMOND F.
Glendale Community College (CA)
GLYNN, DANIEL
Highland Community College (KS)
GOLDBERG, GEORGINE
Green River Community College (WA)
GOLDENBERG, MYRNA
Montgomery College (MD)
GOLDMAN, FLORENCE
Longview Community College (MO)
GOLDSMITH, ELLEN
New York City Technical College (NY)
GOOD, FRAN
Longview Community College (MO)
GORDON, RUBY D.
Phoenix College (AZ)
GRABER, PATRICIA A.
Middlesex County College (NJ)
GRADY, SUSAN H.
Greenville Technical College (SC)
GRANDT, FRANCES ALLEN
Glendale Community College (AZ)
GRATTON, MARGARET
Mt. Hood Community College (OR)
GRAY, CHARLES F.
Winston-Salem State University (NC)
GRAY, PATSY R.
North Harris County College (TX)
GRAY, RETTA W.
Forsyth Technical Institute (NC)
GREEN, ANDREA
Union County College (NJ)
GREEN, HARRIS R.
DeKalb Community College/South (GA)
GREENHILL, KENNETH A.
Victoria College (TX)
GRIBBON, ROBERTA R.
Chesapeake College (MD)
GRIFFIN, BETTY S.
Spartanburg Methodist College (SC)
GRIFFIN, CARL H.
DeKalb Community College/North (GA)
GRONOWICZ, ANTHONY
Passaic County Community College (NJ)
GRUEN, LIZ
Union County College (NJ)
GRUGAN, ART
Holy Family College (PA)
GULLIFORD, ANDREW
Bowling Green State University (OH)
GURLEY, MARY JO
Garden City Community College (KS)
GUSTAFSON, R. DAVID
Rock Valley College (IL)
GWATHMEY, MARGARET
Skyline College (CA)

HABER, CAROL
Asnuntuck Community College (CT)
HACKETT, CATHY S.
Lexington Technical Institute (KY)
HADDAD, MARGARET
Maricopa Community College (AZ)
HAIST, GORDON K., JR.
University of South Carolina/ at Beaufort (SC)
HALEY, TIMOTHY R.
Sandhills Community College (NC)
HALL, CARL R.
Yuba College (CA)
HALL, JAMES A.
San Jacinto College/North (TX)
HALL, MARLENE
Denver Auraria Community College (CO)
HAMILTON, PHYLLIS R.
Frederick Community College (MD)
HAMILTON, ROBERT
Bellevue Community College (WA)
HAMMER, EDNA C.
Montgomery College (MD)
HANCOCK, EDWARD
Truckee Meadows Community College (NV)
HANN, BRUCE
Des Moines Area Community College (IA)
HANNA, JUDY
Southern Arkansas University (AR)
HANNA, PAUL S.
North Nevada Community College (NV)

HANSEN, BRITTA D.
Lane Community College (OR)
HANSON, STEVE
EDMONDS COMMUNITY COLLEGE (WA)
HARDY, MICHAEL D.
Community College of Philadelphia (PA)
HARGREAVES, HAL H.
Chemeketa Community College (OR)
HARPER, JANE
Tarrant County Junior College (TX)
HARRIENGER, TERESA J.
Mater Dei College (NY)
HARRIS, BILL
Sandhills Community College (NC)
HARRISON, J. DEREK
Monroe Community College (NY)
HARVEY, EVELYN L.
Mississippi Gulf Coast Junior College (MS)
HARWOOD, WILLIAM T.
Dutchess Community College (NY)
HATOFF, JULIE
Mira Costa College (CA)
HAVEL, LYNN
Butler County Community College (KS)
HAWKES, PETER
Dutchess Community College (NY)
HAWKINS, MARK
Foothill College (CA)
HAWRYLCIW, CHESTER W.
Northern Essex Community College (MA)
HAYDEN, JEAN L.
North Harris County College (TX)
HAYES-SCOTT, FAIRY C.
Charles Stewart Mott Community College (MI)
HEARN, KELLY RAE
Colorado Mountain College (CO)
HEATHINGTON, MARY DELL
Cook County College (TX)
HEDBERG, LOIS M. L.
Old Saybrook (CT)
HEDGES, LARRY
Kansas Committee for Humanities (KS)
HEIDELBERG, TERESA
Mississippi Gulf Coast Junior College (MS)
HEIDEN, CHARLES
Central Oregon Community College (OR)
HEMDAHL-OWEN, ANN
Jefferson Community College (KY)
HENDRICK, LARRY
Sacramento City College (CA)
HENDRICKSON, THOMAS M.
Cerritos College (CA)
HERMAN, PAUL
Fraser Valley College (CN)
HERNAN, JOHN J.
Montgomery County Community College (PA)
HERNANDEZ, JOHN P.
Kern Community College District (CA)
HEROLD, DONALD L.
Berkshire Community College (MA)
HERON, CLAUDINE
Curry College (MA)
HERT, JUDITH
San Bernadino Valley College (CA)
HERZFELD, EVA
Mattatuch Community College (NY)
HERZOG, ROBERT H.
Monroe Community College (NY)
HERZSTEIN, LEONARD E.
Skyline College (CA)
HEYMANN, JANE N.
Mitchell Community College (NC)
HICKS, LYNN F.
Central Florida Community College (FL)
HIEDEMANN, ROBERT E.
John Tyler Community College (VA)
HILL, GWENDOLINE
Los Angeles City College (CA)
HINDE, DAVID W.
Rock Valley College (IL)
HINES, MARY E.
Catonsville Community College (MD)
HINGA, JOHN POWELL
Westminster (CO)
HIRSCHHORN, JOYCE DONEN
South Central Community College (CT)
HODGDEN, BETTY
Shawnee State Community College (OH)
HODGE, SYLVIA
Forsyth Technical Institute (NC)
HOEFT, BOB
Blue Mountain Community College (OR)
HOFFMAN, ROBERT
Piedmont Technical College (SC)
HOFFNER, DOROTHEA R.
Union County College (NJ)
HOGAN, LAWRENCE
Union County College (NJ)
HOLLIS, EDNA S.
Lewis & Clark Community College (IL)
HOOLEY, JOHN
Clackamas Community College (OR)
HOPPS, Z. JOYCE
Lane Community College (OR)
HOROWITZ, DANIEL
Ann Arbor (MI)
HOSHAW, LLOYD
Rock Valley College (IL)

HOWARD, JUDITH JEFFREY
Arlington (VA)
HOYLE, MARGARET
Grand Rapids Junior College (MI)
HUDSON, JULIE
Community College of Denver (CO)
HUMANITIES DIVISION CHAIRMAN
College of the Albemarle (NC)
HUMANITIES DIVISION
Phoenix Community College (AZ)
HUNGAR, JULIE
Seattle Central Community College (WA)
HUNGARTNER, PATRICIA
Mt. Hood Community College (OR)
HUNT, RALPH W. E.
Pensacola Junior College (FL)
HURLEY, JIM
Pikes Peak Community College (CO)
HUSE, RUTH
Weatherford College Library (TX)
HUTTON, ALICE H.
Hillsborough Community College (FL)
HYDE, MARGARET
Evergreen Valley College (CA)
HYLANDER, JOAN
CCHA

ILLERT, PAUL
St. Louis Community College (MO)
INNES, MURRAY
Blue Mountain Community College (OR)
IRELAND, MICHAEL R.
Dawson Community College (MT)
IRELAND, TOM
Del Gado Community College (LA)
IRLEN, HARVEY S.
Oakton Community College (IL)
IRWIN, ELIZABETH
Cabrillo College (CA)
IRWIN, MILLARD
Cabrillo College (CA)

JACOB, GREG
Umpqua Community College (OR)
JACOT, ROBERT E.
Triton College (IL)
JACKSON, CARLTON
Western Kentucky University (KY)
JAHN, EMILY
Berkshire Community College (MA)
JALLINGS, ELIZABETH F.
Madison Area Technical College (WI)
JAMES, GARY
Honolulu Community College (HI)
JANZER, LOIS
Portland Community College (OR)
JELLEMA, LEONARD
Moraine Valley Community College (IL)
JENZEN, NORA R.
East Los Angeles College (CA)
JERNIGAN, JUDITH B.
Orange Coast College (CA)
JOHNSON, BEN
Fayetteville (AR)
JOHNSON, CHERYL
Red Rocks Community College (CO)
JOHNSON, CLARDON
Wenatchee Valley College (WA)
JOHNSON, LAWRENCE JR.
Union County College
JOHNSON, VIRGINIA TINSLEY
North Idaho College (ID)
JOHNSTON, DALE A.
Clark County Community College (NV)
JOLLY, JAMES
Shelton State Community College (AL)
JONES, M. JEAN
Columbia State Community College (TN)
JONES, JERE
Somerset County College (NJ)
JONES, WALLACE
Rock Valley College (IL)
JOY, CARLA M.
Community College of Denver (CO)
JOYCE, RAYMOND
St. Gregory's College (OK)

KAI, FRED S.
El Camino College (CA)
KALFUS, RICHARD
St. Louis Community College (MO)
KANTER, SANFORD
San Jacinto College/South (TX)
KAPLAN, SUZANNE B.
Schoolcraft College (MI)
KASACHKOFF, TZIPORAH
Borough of Manhattan Community College (NY)
KATUS, JEAN
Standing Rock Community College (ND)
KAUFMAN, SUZANNE
Rock Valley College (IL)
KAY, MARTHA
Danville Area Community College (IL)
KEARNEY, NORMAN
Rock Valley College (IL)
KEHOE, THOMAS
Union County College (NJ)
KEHRER, GRACE STRONG
Valencia Community College/West (FL)
KEKKE, RHONDA
Kirkwood Community College (IA)

KELLEY, RICHARD
Lower Columbia College (WA)
KENDRIS, THOMAS
Staten Island (NY)
KENNEY, JOHN C.
Middlesex County College (NJ)
KEPLER, MIKE
Clackamas Community College (OR)
KIDO, JANICE K.
Hawaii Community College (HI)
KIES, EDWARD J.
College of DuPage (IL)
KILKEARY, DESMOND
Glendale College (CA)
KIMBALL, ROBERT N.
Gogebic Community College (MI)
KIME, BENNA KAY
Jackson State Community College (TN)
KINDT, SHARON
Lorain Community College (OH)
KINGSBURY, LESLIE
Rock Valley College (IL)
KIRCHNER, LANDON C.
Johnson County Community College (KS)
KIRKPATRICK, SANDRA
Northern Virginia Community College (VA)
KISSH, MARTHA BAROLIN
Jamesburg (NJ)
KNACK, JUNE
Phoenix College (AZ)
KNAPP, LAWRENCE J.
Essex County College (NJ)
KNEAVEL, ANN
Goldey Beacom College (DE)
KNIGHT, JOHN H.
Illinois Valley Community College (IL)
KNISPEL, VIVIAN V.
Brevard Community College (FL)
KNOP, ANNE
Manor Junior College (PA)
KOENIG, DIANE
Columbia Greene Community College (NY)
KOLAR, ROBERT W.
Triton College (IL)
KOLB, ALFRED
Quinsigamond Community College (MA)
KOLLERER, DORET
Chabot College (CA)
KOPCHO, RONALD J.
Mercer County Community College (NJ)
KORN, CONSTANCE
Glendale Community College (AZ)
KORTE, GERALD
Solano College (CA)
KOSTECKI, SILVIA
Massasoit Community College (MA)
KOWALICK, THOMAS MICHAEL
Sandhills Community College (NC)
KRAHN, ALBERT E.
Milwaukee Area Technical College (WI)
KRANZ, CARLA M.
Pasco Hernando Community College (FL)
KREIGER, ROBERT
Clackamas Community College (OR)
KREITZER, NEAL
Rockland Community College (NY)
KREKENBOHM, WILLIAM P., MRS.
Hagerstown Junior College (MD)
KREPS, SARAH E.
Tidewater Community College (VA)
KUDLESS, JOSEPH
Somerset County College (NJ)

LADD, MAGDALENA
Clackamas Community College (OR)
LAHTI, GLENN
Macomb County Community College (MI)
LAIPSON, HANNAH
Quinsigamond Community College (MA)
LAKEWOOD COMMUNITY COLLEGE
White Bear Lake (MN)
LAMBETH, THOMAS W.
Z. Smith Reynolds Foundation, Inc. (NC)
LAMONT, HERBERT B.
West Los Angeles College (CA)
LANE, GEORGE
Lasell Junior College (MA)
LANGEVIN, EDGAR
Worcester (MA)
LAPAGLIA, NANCY
Daley College (IL)
LAPP, RUDOLPH M.
College of San Mateo (CA)
LARIMER, DANIEL M.
Northampton County Area Community College (PA)
LARSON, DALE
Grays Harbor College (WA)
LATHAM, RALPH
Kirkwood Community College (IA)
LAURIE, JUDITH A.
Ocean County College (NJ)
LAVIGNE, HAROLD
Western Nevada Community College (NV)
LAVISTA, DANIEL J.
Lakeland Community College (OH)

LAVRAKAS, LEFTERIS
Costa Mesa (CA)
LAWRENCE, ROBERT
Jefferson Community College (KY)
LAWSON, RON
Southwestern College (CA)
LEARY, MARY JANE
Kirkwood Community College (IA)
LEDERER, NORMAN
Lower Columbia College (WA)
LEDUC, ERNEST
College of DuPage (IL)
LEE, CONNIE S.
York Technical College (SC)
LEE, FREDERICK S.
Community College of Baltimore (MD)
LEE, JERRY A.
Dutchess Community College (NY)
LEE, JIM
Clackamas Community College (OR)
LEISTRA, RONALD M.
Portland Community College (OR)
LEONDAR, ARNOLD
Tarrant County Junior College (TX)
LEPTAK, JEFFREY
Sinclair Community College (OH)
LESLEY, CRAIG
Clackamas Community College (OR)
LEVEE, DAVID M.
Broome Community College (NY)
LEVER, KAREN M.
Clackamas Community College (OR)
LEVIS, R.C.
Pasadena City College (CA)
LEVY, EDWARD R.
Westark Community College (AR)
LEW, TOM
El Camino College (CA)
LEWARK, PAMELA
Morgan Community College (CO)
LEWIS, RICHARD
Tacoma Community College (WA)
LICCIARDOLA, RITA
Cedar Grove (NJ)
LIEBMAN, EMILY M.
Florissant Valley Community College (MO)
LIGHTHALL, ARLENE
Mira Costa College (CA)
LINDEMER, GEORGE C.
Seton Hall University (NJ)
LINETT, ALEXANDRA
Delaware Technical & Community College (DE)
LIPKIS, JOYCE
Santa Monica College (CA)
LIPPERT, NANCY
Scottsdale (AZ)
LIPSCHULTZ, M.A.
River Forest (IL)
LOGAN, GEORGIA S.
De Anza College (CA)
LOMAN, SANDRA L.
Madison Area Technical College (WI)
LOMBARDI, JAN
Miramar College (CA)
LOOMIS, PATRICIA A.
Jefferson College (MO)
LORENZI, PAUL
Somerset County College (NJ)
LOUIS, HENRY
Kansas City Kansas Community College (KS)
LOWNDES, SUSAN E.
Rockland Community College (NY)
LUCARELLI, JOHN
Community College of Allegheny County (PA)
LUCK, CARROLL K.
Greenville Technical College (SC)
LUKIN, LEONARD
Tacoma Community College (WA)
LUKENBILL, JEFFREY D.
Miami-Dade Community College (FL)

MacKAY LIBRARY
Union County College (NJ)
MacKEDON, MICHON
Western Nevada Community College (NV)
MacKELLAR, LINDA
Midway College (KY)
MacKENZIE, LAWRENCE
Birchrunville (PA)
MacMURRAY, ELOISE D.
Central Oregon Community College (OR)
MADER, EVA R.
North Seattle Community College (WA)
MADRIGAL, DENNIS
Puerto Rico Junior College (PR)
MAEL, PHYLLIS
Pasadena City College (CA)
MAFFETT, JIM
Rogue Community College (OR)
MAFFEY, AFRA P.
Cranford (NJ)
MAHONEY, BETTIE H.
Southern Arkansas University (AR)
MALYON, HARLAND
Tacoma Community College (WA)
MAMMON, MARIELAINE
County College of Morris (NJ)

MARCUS, ANNE
Edison Community College (FL)
MARKS, CRAIG
Clatsop Community College (OR)
MARPLE, JEWEL
Treasure Valley Community College (OR)
MARQUARDT, L.R.
Denver (CO)
MARRERO, ORLANDO R.
Inter American University of P.R. (PR)
MARSHALL, CYNTHIA
Skyline Community College (CA)
MARTY, MYRON
National Endowment for the Humanities (DC)
MARKS, BARBARA SPENCER
Northern Virginia Community College (VA)
MATHESON, KENNETH C.
Lasell Junior College (MA)
MATTEI, CARLOS RAMOS
University of Puerto Rico (PR)
MATTHEWS, MARY F.
Illinois Central College (IL)
MAWHINNEY-WEBB, ELAINE
Northern Essex Community College (MA)
MAXYMUK, WALTER
Ocean County College (NJ)
McARDLE, ELLEN C, NUGENT
Somerset County College (NJ)
McCADDEN, JOSEPH F.
Burlington County College (NJ)
McCOLLUM, NANCY
Pikes Peak Community College (CO)
McGLOCKLIN, GARY
Bellevue Community College (WA)
McCOMBS, CAROL
Tri-County Technical College (SC)
McCULLOUGH, DANIEL J., JR.
Brewster (MA)
McCRAY, SUSAN STEPHENSON
Jefferson Community College (KY)
McDADE, DONALD
Andover College (ME)
McENEANEY, PATRICIA
Community College of Philadelphia (PA)
McGLYNN, ANGELA P.
Mercer County Community College (NJ)
McGRATH, DENNIS
Community College of Philadelphia (PA)
McGUNNIGLE, MICHAEL G.
Manchester Community College (CT)
McKAY, KATHRYN
Kirkwood Community College (IA)
McGURK, BARRY
Greater Hartford Community College (CT)
McKEAGUE, PATRICIA
Moraine Valley Community College (IL)
McKELLAR, ISRAEL M.
Sandhills Community College (NC)
McKENDRY, JOHN
County College of Morris (NJ)
McKINLEY, BUD
Somerset County College (NJ)
McKINNEY, DAPHNE
New York Community College (NY)
McKISSICK, GRACE
Front Range Community College (CO)
McLEOD, JAMES R.
North Idaho College (ID)
McQUAID, MARY A.
Black Hawk College (IL)
McWHIRT, MARY CAROL
Sinclair Community College (OH)
MEEKS, JOYCE D.
Frederick Community College (MD)
MEGGINSON, W.J.
Arkansas State University (AR)
MEIER, DAN
El Camino College (CA)
MEIRENDORF, CONSTANCE
Minneapolis Community College (MN)
MELTZER, SHARON B.
Chicago (IL)
MERRILL, MARTHA C.
Community College of Morris (NJ)
MERTZ, GERALDINE S.
Auburn (WA)
MEYER, BARBARA W.
Fullerton Community College (CA)
MEYER, PAULA L.
Mesa College (CA)
MEYERS, MARGARET B.
Garden City Community College (KS)
MEYERS, TOM
Highland Community College (IL)
MIDTOWN LIBRARY
Shelby State Community College (TN)
MILES, CELIA
Asheville-Buncome Technical Institute (NC)
MILLER, ADAM DAVID
Laney College (CA)
MILLER, BONNIE
Highline Community College (WA)
MILLER, GUNHILD
Rockland Community College (NY)
MILLER, JIMMY H.
New Mexico State University (NM)
MILLER, LAVERNE
Montgomery College (MD)

MILLER, MARIA B.
Jefferson Community College (KY)
MILLER, RANDALL
Ricks College (ID)
MILLER, ROSEMARY
NJ Consortium on the Community College, Inc. (NJ)
MILTON CAMPUS LRC
Pensacola Junior College (FL)
MITCHELL, GRACE N.
American River College (CA)
MIYA, PAMELA A.
University of Nebraska (NE)
MOCK, JOHN
Chemeketa Community College (OR)
MOLLOY, MICHAEL
Kapiolani Community College (HI)
MONAGHAN, MARY O.
Central Oregon Community College (OR)
MONNIN, LLOYD N.
Clark Technical College (OH)
MONROE COMMUNITY COLLEGE LIBRARY
Rochester (NY)
MONROE, URSULA
Pikes Peak Community College (CO)
MONTE, LEWIS
Cisco Junior College (TX)
MONTEIRO, GLORIA
Montgomery College (MD)
MOORE, CYNTIA G. JONES
Hostos Community College (NY)
MOORE, DEORTHA
Daytona Beach Community College (FL)
MOORE, NANCY J.
Community College of Allegheny County (PA)
MOORE, NANCY
Green River Community College (WA)
MORAN, CHARLES
Univeristy of Massachusetts (MA)
MOREMEN, MERRILL R.
Fullerton College (CA)
MORFORD, MARK
Ohio State University (OH)
MORGAN, DAN
Scott Community College (IA)
MORRELL, ROBERT
Berkshire Community College (MA)
MORRIS, BERT MRS.
Tidewater Community College (VA)
MORRISON, DOROTHY
Seminole Community College (FL)
MORRISON, GAIL
Midlands Technical College (SC)
MORRISON, PETER
Saddleback College (CA)
MOSLEY, AARON
El Paso Community College (TX)
MOTKOVICK, EDWARD
Bellevue Community College (WA)
MOULTON, JANICE
Golde Gate University (CA)
MRAZ, JEAN
South Seattle Community College (WA)
MULKEY, GWENDEL D.
Tarrant County Junior College (TX)
MULLEN, WALTER E.
Mississippi Gulf Coast Junior College (MS)
MULLER, BARBARA L.
Seminole Community College (FL)
MULLIN, MARJORIE M.
Cape Cod Community College (MA)
MULVEY, JAMES A.
Lake Tahoe Community College (CA)
MUNCK, TOM
Blue Mountain Community College (OR)
MUNDHENK, ROBERT T.
Northampton County Area Community College (PA)
MUNGERSON, GERALD
Oak Park (IL)
MURDACH, JO ANN J.
Hayward (CA)
MURPHY, BARBARA
Portland Community College (OR)
MURPHY, MIRIAM L.
NJ Committee for the Humanities (NJ)
MYERS, DAVID HENRY
Brooklyn (NY)
MYERS, MARGARET
Garden City Community College (KS)
MYERS, TOM
Highland Community College (IL)

NAGEL, SUSAN
Dutchess Community College (NY)
NAGLE, JUDY
Wayne County Community College (MI)
NAKAMURA, CAROLINE C.
Kauai Community College (HI)
NANCE, LEONARD L.
Piedmont Virginia Community College (VA)
NATIONAL HUMANITIES ALLIANCE
Washington (DC)

NELSON, ALEXIS
Spokane Falls Community College (WA)
NELSON, BONNIE A.
Glendale Community College (AZ)
NELSON, DAVE
Red Rocks Community College (CO)
NELSON, OSEA C., II
Sheridan College (WY)
NEMEYER, DONALD
Essex County College (NJ)
NEWCOMER, GRACE G.
Westchester Community College (NY)
NEWTON, SANDRA
Mattatuck Community College (CT)
NIBLEY, LINDA S.
Glendale Community College (CA)
NICKLAUS, CAROL
Amarillo College (TX)
NIELSON, ALICE J. BARNES
Scott Community College (IA)
NIEMAN, NANCY DALE
Santa Monica College (CA)
NIEVES, JULIE
St. Petersburg Junior College (FL)
NIMZHINSKY, HOWARD
Kingsborough Community College (NY)
NOLAN, SISTER MARY JANE
Trocaire College (NY)
NORTON, JOHN
Moraine Valley Community College (IL)
NORTON, RICHARD H., JR.
Olympic College (WA)

O'BERRY, GREGORY H.
Florida Keys Community College (FL)
O'BRIAN, LEONARD
Elgin Community College (IL)
O'CONNOR, HELENE
Queensborough Community College (NY)
O'DELL, CELESTE
Chemeketa Community College (OR)
O'DONNELL, GEORGE P.
Kapiolani Community College (HI)
OELKE, KARL
Union County College (NJ)
O'HANLON, LARRY
Fullerton College (CA)
O'KEEFE, EDWARD M.
Niagara County Community College (NY)
OLIVE, DON H.
Carson-Newman College (TN)
OLIVI, ALFRED
Essex County College (NJ)
OLSON, FREDERICK
Shoreline Community College (WA)
O'NEIL, KATHERINE B.
Harcum Junior College (PA)
OPPER, EDWARD
Nicolet College (WI)
ORLAND, FRANK
Forest Park (IL)
ORUM, EARL
Yuba Community College District (CA)
OSBORN, FRANCES P.
Monroe Community College (NY)
OSWALD, BETTY
Mississippi Gulf Coast Junior College (MS)
O'SULLIVAN, WAYNE
Eggertsville (NY)
O'TOOLE, K.B.
Brandywine College (DE)
OWEN, BETTY
Broward Community College (FL)
OWENS, JERRY S.
Triton College (IL)

PACE, BARNEY
Manhattan Community College (NY)
PALMER, DONALD
Union County College (NJ)
PARK, JOHN
Ulster County Community College (NY)
PARKER, DONALD G.
Orange County Community College (NY)
PARMET, HERBERT S.
Queensborough Community College (NY)
PASHKE, BARBARA
Colorado Northwestern Community College (CO)
PATEL, MONIKA
Oakton Community College (IL)
PATTERSON, DEBORAH E.
Edison Community College (FL)
PATTON, JOHN J.
Atlantic Community College (NJ)
PATTON, LARRY
Butler County Community College (KS)
PEACOCK, CAROLINE
South Florida Junior College (FL)
PEARSE, IRENE F.
Middlesex County College (NJ)
PECORINO, PHILIP A.
Queensborough Community College (NY)
PELTON, MARGARET M.
Miami-Dade Community College (FL)
PENNINGTON, ELIZABETH
Valencia Community College (FL)
PEPIN, RONALD E.
Greater Hartford Community College (CT)

PERABO, GEORGE W.
Ocean County College (NJ)
PERKINS, JOHN K.
Marymount Palos Verdes College (CA)
PERKINS, WILLIAM DAVID
Schoolcraft College (MI)
PERRY, JAMES F.
Hillsborough Community College (FL)
PETERSEN, JANICE T.
Honolulu Community College (HI)
PETERSON, ART
Middlesex County College (NJ)
PETERSON, JOHN E.
Long Beach City College (CA)
PETIT, SUSAN
College of San Mateo (CA)
PETROPOULOS, GUS
San Mateo Community College District (CA)
PFEIFFER, RAYMOND S.
Delta College (MI)
PHILLIPS, JERALD K.M.
Linn-Benton Community College (OR)
PHIPPS, RITA
North Seattle Community College (WA)
PICCININNO, LOUIS B.
Bergen Community College (NJ)
PIERCE, MARTHA J.
North Harris County College (TX)
PIETAK, RAYMOND A.
Community College of Philadelphia (PA)
PIGFORD, CLEMENTINE
Red Rocks Community College (CO)
PIGMAN, SUSAN T.
Lorain County Community College (OH)
PINDERHUGHES, JULIA
Union County College (NJ)
PINNEY, WILSON G.
College of San Mateo (CA)
PITTMAN, DAVID F.
Caldwell Community College (NC)
PLACKOWSKI, LINDA C.
Delta College (MI)
PLUNKETT, CHARLES R.
Canada College (CA)
PLUNKETT, HELEN C.
Berkshire Community College (MA)
POLLA-SCANLON, LAURA
New York City Technical College (NY)
PONTRELLI, JEANNY
Truckee Meadows Community College (NV)
POPP, R.J.
Community College of Allegheny County (PA)
POPSON, JOSEPH
Macon Junior College (GA)
PORTER, DONALD
College of San Mateo (CA)
PORTOLAN, JANET S.
Fullerton College (CA)
POST, GAINES JR.
Claremont-McKenna College (CA)
POTTERTON, JIM
San Jose City College (CA)
POWERS, LOIS
Fullerton College (CA)
PRATT, WAYNE T.
Southern Arkansas University (AR)
PREISSER, THOMAS M.
Sinclair Community College (OH)
PRENDERGAST, NANCY
Triton College (IL)
PRESKORN, BARBARA
Community College of Denver (CO)
PRESLEY, HORTON
Dalton Junior College (GA)
PRESTON, JOSEPH A.
West Virginia Northern Community College (WV)
PROULX, GENA
Genesee Community College (NY)

QUAN, HENRY
College of San Mateo (CA)
QUEARY, LOUIS B.
Central Oregon Community College (OR)
QUINN, SANDRA L.
San Jacinto College (TX)
QUINTANA, YAMILE
Miami Dade Community College (FL)

RABB, THEODORE K.
Princeton University (NJ)
RAGER, ERNEST
Richland College (TX)
RAIFORD, NORMAN G.
Greenville Technical College (SC)
RASSWEILER, ANNE D.
CCHA
RATHMAN, STEPHEN
Portland Community College (OR)
RAU, CARL J.
County College of Morris (NJ)
RAYMOND, ROBERTA
Oak Park (IL)
REDMOND, MICHAEL D.
Bergen County Community College (NJ)
REEB, RICHARD H., JR.
Barstow College (CA)
REHBEIN, EDITH S.
Middlesex County College (NJ)

REICHARD, MAX
Delgado Community College (LA)
REID, BARBARA
De Anza College (CA)
REID, DONNA K.
Chemeketa Community College (OR)
REID, JANICE
Clark County Community College (NV)
REILLY, KEVIN
Somerset County College (NJ)
REMING, PATRICIA A.
San Diego Mesa College (CA)
RENKER, FRED
Delta College (MI)
RHOADS, GEORGE E.J.
Lehigh County Community College (PA)
RHOADES, STEPHEN
Illinois Valley Community College (IL)
RHYAN, DONALD
Kansas City Community College (KS)
RICCUCI, PAUL
Mattatuck Community College (CT)
RICHARDS, DAN
North Central Technical College (OH)
RICHARDS, TOM
Clackamas Community College (OR)
RICHEY, ROBERT
Maple Woods Community College (MO)
RICKARD, KAY W.
Goldey Beacom College (DE)
RIEDLING, GERALD L.
Jefferson Community College (KY)
RIGIK, ELNORA
Brandywine College (DE)
RIGSBY, MARY BETH
Tri-County Technical College (SC)
RIKER, RICHARD
Brandywine College (DE)
RISSOVER, FREDRIC
St. Louis Community College (MO)
RITZDORF, THOMAS
Northeastern Junior College (CO)
RIVERS, LOUIS
New York City Technical College (NY)
ROBERTS, CHARLES
Valencia Community College (FL)
ROBERTS, NICK
Cabrillo College (CA)
ROBINSON, AGNES J.
El Paso Community College (TX)
ROBINSON, MARGARET
Spoon River College (IL)
RODRIQUEZ, ZANE
Cape Cod Community College (MA)
ROEDER, GORDON
North Dakota State University (ND)
ROGERS, JUDY
Linn-Benton Community College (OR)
ROLLER, DALE A.
Amarillo College (TX)
ROOKS, SHARON E.
Edison Community College (FL)
ROOKSTOOL, CAROL
Fashion Institute of Design and Merchandising (CA)
ROPER, CAROL A.
New Paltz (NY)
ROSENBLITHE, ANITA
Somerset County College (NJ)
ROSENSON, MARTON
Linn-Benton Community College (OR)
ROSENWASSER, MARIE
North Seattie Community College (WA)
ROSSMAN, NEIL
F.H. LaGuardia Community College (NY)
ROTEN, MARY W.
Virginia Highlands Community College (VA)
RUH, ROBERT J.
Guilford Technical Community College (NC)
RULIFSON, JOHN R.
Southwestern Community College (OR)
RUIZ, RICHARD B.
Bakersfield College (CA)
RUSHING, JOE B.
Tarrant County Junior College (TX)
RUSK, ANN
Yuba Community College (CA)
RUSSELL, ALEXANDER G.
Community College of Philadelphia (PA)
RYAN, LOIS
Manchester Community College (CT)

SAENZ, SAUL DE CALAHORRA
Instituto De La Conducta (PR)
SALTZ, THOMAS E.
Skyline College (CA)
SAMUELS, JACQUELINE
Union County College (NJ)
SANDER, LEWIS
Clark College (WA)
SANDERSON, CATHERINE
Northern Essex Community College (MA)
SANTELLI, ROBERT
Middlesex College (NJ)
SAPIENZA, LEONARD J.
Red Rocks Community College (CO)

SASSI, MARY
Santa Ana College (CA)
SAVOIE, PATRICIA O.
Pasadena City College (CA)
SCALES, LURA
Hinds Junior College (MS)
SCHEIB, JAMES
Red Rocks Community College (CO)
SCHEPER, GEORGE
Essex Community College (MD)
SCHERTZ, LEANNE
Illinois Central College (IL)
SCHINDLER, DIANN
Lorain County Community College (OH)
SCHMELTEKOPF, DONALD D.
National Endowment for the Humanities
SCHMIDT, ROGER L.
San Bernadino Valley Coilege (CA)
SCHMITZ, BARBARA
Northeast Technical Community College (NE)
SCHNEIDER, C.F.
The Victoria College (TX)
SCHNEITER, FRAN
Jefferson Community College (KY)
SCHNEITER, LISA
Jefferson Community College (KY)
SCHOFIELD, R.
Eau Claire (WI)
SCHULTE, M.T.G.
Montgomery College (MD)
SCHULZ, BEATE A.
Community College of Baltimore (MD)
SCHULZ, JAMES A.
Chicago (IL)
SCULL, SHARON D.
Glendale Community College (CA)
SEABROOK, JOHN H.
Essex County College (NJ)
SEARS, TOM
Kirkwood Community College (IA)
SEELOS, MARY R.
Glendale Community College (CA)
SEITZ, MICHAEL
Passaic County Community College (NJ)
SELCOE, RICHARD J.
Union County College (NJ)
SELENGUT, CHARLES
County College of Morris (NJ)
SELTZER, MADELINE
Manor Junior College (PA)
SEQUIN, MICHAEL
Sauk Valley College (IL)
SESSIONS, BETTYE J.
Florida Junior College (FL)
SEYMOUR, SHANNON
Grossmont College (CA)
SHANNON, MARY LOUISE
Florida College (FL)
SHEARN, MERR
Pikes Peak Community College (CO)
SHEPERD, JAMES F.
Queensborough Community College (NY)
SHEPARD, LYMAN
Oak Park (IL)
SHERIDAN, ELAINE
Greater Hartford Community College (CT)
SHERKOW, SARA S.
Madison Area Technical College (WI)
SHERMAN, DAVID A.
Lane Community College (OR)
SHERTER, SAUL
Greenfield Community College (MA)
SHIELDS, EVELYN
Delta College (MI)
SIERRA, JOSEPH
Pasadena City College (CA)
SILVERMAN, LOUISE C.
Ocean County College (NJ)
SILVERMAN, RITA H.
Greater Hartford Community College (CT)
SIMONSEN, MARTHA
William Rainey Harper College (IL)
SIMPSON, DELORES
Tarrant County Junior College (TX)
SIMPSON, MARY
Rock Valley College (IL)
SINGER, S. LEONARD
Vermont Technical College (VT)
SIPRESS, SYDELLE
Brookdale Community College (NJ)
SKAU, GEORGE H.
Bergen Community College (NJ)
SKAW, EDNA H.
Mississippi Gulf Coast Junior College (MS)
SKERRY, PHILIP
Lakeland Community College (OH)
SKINNER, EDYTH
County College of Morris (NJ)
SLAUGH, CAROLE J.
North Harris County College (TX)
SLAUGHTER, JOHN ETTA
St. Phillip's College (TX)
SLOAN, DOUGLAS
Columbia University (NY)
SLONECKER, WILLIAM G.
Chemeketa Community College (OR)
SMITH, ANNELIESE
SUNY at Cobblestone (NY)
SMITH, DONALD L.
Lakeland Community College (OH)

SMITH, DOREEN
Northampton Community College (PA)
SMITH, DORIS MAE
Colorado Northwestern Community College (CO)
SMITH, JERRY R.
Delaware County Community College (PA)
SMITH, LEILA
El Paso Community College (TX)
SMITH, MARSHALL W.
Calhoun State Community College (AL)
SMITH, PHILIP E.
St. Louis Community College (MO)
SMITH, RONALD C.
Anchorage Community College (AK)
SMITH, H. WENDELL
Santa Monica College (CA)
SMITHER, BETTY
Jefferson Community College (KY)
SNYDER, ELIZABETH
Clinton Community College (IA)
SOLDWEDEL, EILEEN
Edmonds Community College (WA)
SOKOL, DAVID
Oak Park (IL)
SOLGANICK, HARVEY
Eastfield College of Dallas County Community College District (TX)
SOLON, BERNARD M.
Harrisburg Area Community College (PA)
SONNEBORN, SYDNEY R.
Miles Community College (MT)
SPALE, VALERIE
Westchester (IL)
SPEAR, MARTIN
Community College of Philadelphia (PA)
SPILLANE, GEORGE T.
Delaware County Community College (PA)
SPIVACK, MARCIA B.
Delaware Technical and Community College (DE)
SPOERL, LINDA
Highline College (WA)
STAHLKOPF, CAROLE
Solano Community College (CA)
STAPLETON, THOMAS
Walters State Community College (TN)
STARASTA, BETTY
Spoon River College (IL)
STARK, THOMAS
Loop College (IL)
STEPHENSON, ANN
Southwest College (CA)
STEVENS, GREGORY I.
State University of New York/ Albany (NY)
STEVENS, SUSANNE
Skyline College (CA)
STEWART, DOROTHY
Aims Community College (CO)
STIETZEL, ERIC R.
Foothill College (CA)
STILLE, M. PAMELA
Waycross Junior College (GA)
STINDT, J.
Southwestern College (CA)
STOCK, JEROLD
Southern West Virginia Community College (WV)
STOLTENBERG, ARLO
North Iowa Area Community College (IA)
STORINGER, RICHARD L.
Oakton Community College (IL)
STOVER, EDWIN L.
San Jose City College (CA)
STOUT, BARBARA
Montgomery College (MD)
STRANGEMAN, HAROLD
Lake Land College (IL)
STRICKLER, J. ROBERT
Greenville Technical College (SC)
STRODE, MARTHA
Spoon River College (IL)
STROLLE, JOHN
Russell Sage College (NY)
SUAREZ, LOUIS M.
Lorain County Community College (OH)
SUTCLIFFE, R. GREGORY
Lehigh County Community College (PA)
SUTER, PAUL
Chemeketa Community College (NE)
SUTTLE, BRUCE B.
Parkland College (IL)
SWEENEY, WILLIAM R.
Greenfield Community College (MA)
SWEET, EDITH
Glendale Community College (AZ)
SWISHER, GLORIA
Shoreline Community College (WA)
SYLTE, JUDITH A.
North Idaho College (ID)
SYNNESTVEDT, JUSTIN
Morain Valley Community College (IL)

TAMARKIN, TOBY
Manchester Community College (CT)
TARPLEY, DOUGLAS B.
Dyersburg State Community College (TN)

TARVIN, JAMES
Orange County Community College (NY)
TAYLOR, GORDON
Yuba College (CA)
TAYLOR, THERESA K.
Arlington (VA)
TERHUNE, ROBERT
Houston Community College (TX)
TERREY, JOHN N.
State Board for Community College Education (WA)
TERRILL, ISABELLA
Colorado Mountain College (CO)
TERWILLIGER, LEATHA
Mott Community College (MI)
TEVEROW, PAUL
Missouri Southern State College (MO)
THAGARD, SYLVIA
Rockingham Community College (NC)
THAYER, RUSSELL L.
Delta College (MI)
THOMAS, JOHN B.
Davidson County Community College (NC)
THOMAS, STEVE
Midland College (TX)
THOMASON, CONRAD
Blue Mountain Community College (OR)
THOMPSON, CHARLES F.
Greater Hartford Community College (CT)
THOMPSON, FRED
Peninsula College (WA)
THORNBURROW, ROBERT
Paris Junior College (TX)
THORNE, C. SHELDON
Golden West College (CA)
THORNSBY, CAROLYN
Morgan Community College (CO)
THORNTON, J. FRANK
Houston Community College System (TX)
THORNTON, LINDA
South Oklahoma City Junior College (OK)
TOBUREN, DON
Pikes Peak Community College (CO)
TOLLES, GEORGE
Colorada Mountain College (CO)
TONSFELDT, WARD
Central Oregon Community College (OR)
TORRES DE JAVIER, OLGA
Colegio Universitario Metropolitano (PR)
TOWER, GAEL
South Seattle Community College (WA)
TOWNBY, ANNE MARIE
Pueblo Community College (CO)
TRACHY, CAROLE LAW
Valencia Community College (FL)
TRAVENICK, ELAINE D.
North Seattle Community College (WA)
TRIBBLE, JOAN F.
Jefferson Community College (KY)
TSUBOTA, ANN
Somerset County College (NJ)
TUCKER, ELEANOR
Grossmont College (CA)
TURMELL, HOWARD A.
Foothill Community College (CA)
TUTTON, BETTY
St. Petersburg Junior College (FL)
TUTTLE, IMILDA
Community College of Allegheny County (PA)
TWIGG, HELEN
Valencia Community College (FL)

ULESKY, ANITA
Caldwell College (NJ)
ULISSE, PETER
Housatonic Community College (CT)
ULM, JON M.
Barton County Community College (KS)
UNWIN, ANNETTE
Clackamas Community College (OR)

VALVATNE, LAURA
Red Rocks Community College (CO)
VAN BUREN, BETTYE J.
Hostos Community College (NY)
VANDAL, MAGDELEINE M.
Montgomery College (MD)
VANDERMAST, ROBERTA
Valencia Community College (FL)
VANTINE, DIANE
Aims Community College (CO)
VERTLIEB, KARISA
Scottsdale Community College (AZ)
VILLA, VIRGINIA BARRET
Greater Hartford Community College (CT)
VILLADSON, ALICE W.
John C. Calhoun State Community College (AL)
VINCE, CHERYL
Education Development Center (MA)

WADLEIGH, LINDA G.
El Camino College (CA)
WAGER, JOHN
Triton College (IL)
WAHLGREEN, ANNETTE
Garland County Community College (AR)

WALDEN, JUDY
Colorado Mountain College (CO)
WALDO, JOHN R.
Santa Marie (CA)
WALLACE, AURELIA D.
Santa Fe Community College (FL)
WALLIN, DESNA L.
Lincoln Land Community College (IL)
WALSH, ANTHONY W.
Troy (NY)
WALTER, JAMES
Sinclair Community College (OH)
WALTER, JUDITH M.
New York City Technical College (NY)
WALTERS, DENZIL
Shoreline Community College (WA)
WALTERS, IDA
Red Rocks Community College (CO)
WALTZ, CANDACE
Miramar College (CA)
WARREN, DAVID H.
Sacramento City College (CA)
WARRENCE, NEIL
Somerset County College (NJ)
WATERS, DEE
Delgado Community College (LA)
WATKINS, GLADYS
Northern Virginia Community College (VA)
WATSON, BRUCE
Community College of Philadelphia (PA)
WATSON, S. CHRYSTAL
Pasadena City College (CA)
WATSON, DOROTHY J.
Tulsa Junior College (OK)
WATSON, EMMA L.
Community College of Allegheny (PA)
WATSON, MAXINE
Mt. Hood Community College (OR)
WAUGH, GLORIA E.
Austin Community College (TX)
WAUGH, SUSAN W.
St. Louis Community College (MO)
WEATHERBIE, KEN C.
Del Mar College (TX)
WEEKS, RICHARD
Northwest Community College (WY)
WEIGIL, CAMELIA
Cerritos College (CA)
WEILAND, STEVEN
Federation of Public Programs in the Humanities (MN)
WEINSTEIN, ROCHELLE
Borough of Manhattan Community College (NY)
WELLS, GENE W.
Westark Community College (AR)
WEST, BRYAN
Spokane Falls Community College (WA)
WHEELER, JOHN F.
Union County College (NJ)
WHITE, FRANK
Queensborough Community College (NY)
WHITE, KATHLEEN S.
Pima Community College (AZ)
WHITFIELD, ASHLEY E.
Davidson County Community College (NC)
WIDMER, CLAUDIA
Treasure Valley Community College (OR)
WILCOX, WILLIAM F.
Portland Community College (OR)
WILEY, WAYNE HAMILTON
Central Virginia Community College (VA)
WILKINSON, JUDITH M.
Johnson County Community College (KS)
WILL, NORMAN P.
Union County College (NJ)
WILLIAMS, JAMES C.
Gavilan College (CA)
WILLIAMS, MARGARET
Genesee Community College (NY)
WILLIAMS, MARY
Tarrant County Junior College (TX)
WILLIAMS, PATRICIA
Bellevue Community College (WA)
WILLIS, JILL MCCAUGHAN
City College of San Francisco (CA)
WILLIS, PAULETTE
Clackamas Community College (OR)
WILSON, ARNOLD
University of Cincinnati (OH)
WILSON, BOYDENA R.
Queensborough Community College (NY)
WILSON, RICHARD B.
Northwest Community College (WY)
WINCHELL, WALLACE
Manchester Community College (CT)
WINSLOW, JOAN
North Virginia Community College (VA)
WINSTON, PAUL
Oakland Community College (MI)
WINTERS, DONALD
Minneapolis Community College (MN)
WISCH, HOWARD
Ohio University (OH)
WISE, JUDITH BREISCH
Clark Technical College (OH)

WISE, W. MAX
Stonington (CT)
WITT, LANELLE
Eastern New Mexico University (NM)
WITT, STANLEY P.
Pima Community College (AZ)
WIZANSKY, RICHARD M.
Greenfield Community College (MA)
WOLFE, KEVIN F.
Greater Hartford Community College (CT)
WOLOSHIN, PHYLLIS L.
Oakton Community College (IL)
WOMACK, NANCY
Isothermal Community College (NC)
WOOD, DARRELL
Northeastern Junior College (CO)
WOOD, JERRY T.
Community College of Baltimore (MD)
WOOD, KATHY S.
Paducah Community College (KY)
WOODARD, NANCY W.
Delta College (MI)
WOODS, NANCY
Mississippi Gulf Coast Junior College (MS)
WOZNIAK, STEPHEN F.
Palomar College (CA)
WRIGHT, FRANK
Delgado Community College (LA)
WRIGHT, MARGIE BLAKEMORE
Jefferson Community College (KY)
WYNN, JOHN M.
Broward Community College (FL)

YAMAMOTO, LOUISE F.
Kapiolani Community College (HI)
YANOFF, KARIN L.
Philadelphia (PA)
YOHE, BEN
Red Rocks Community College (CO)
YOUNG, JOAN C.
Palm Beach Junior College (FL)
YOUNG, MEREDITH
Queensborough Community College (NY)
YOUNGERS, PETER
Northeastern Junior College (CO)
YOUTH, HELEN
Montgomery College (MD)
ZANETTA, POLLY
Olympic College (WA)
ZIMMERMAN, DANIEL
Middlesex County College (NJ)
ZIMMERMAN, ROGER V.
Lewis and Clark College (IL)
ZIRNITE, GEORGE
Union County College (NJ)
ZOPPI, JOHN
Union County College (NJ)
ZORSKY, GERTRUDE E.
City University of New York (NY)
ZUSSMAN, STEVEN
Oakland Community College (MI)

Constitution of
THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Article I — NAME OF ASSOCIATION

The name of this organization shall be THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION.

Article II -- PURPOSE

Section 1. The purpose of the Community College Humanities Association shall be to promote the exchange of ideas and to encourage creative and scholarly activity in the humanities, to facilitate the professional work of teachers of the humanities, and otherwise to advance the humanities in community and two-year colleges by whatever means appropriate.

Section 2. The purpose of the Association is exclusively educational, literary, and scientific within the meaning of section 501 (c) 3 of the Internal Revenue Code of 1954.

Section 3. The purpose of the Association shall be served by

a. The holding of regular meetings at which addresses, papers, and discussions of significance to humanities education and scholarship are presented;
b. The publication of the proceedings, a newsletter, as well as such additional items as may be germane to the purpose of the Association;
c. The work of the national office and of the standing and special committees of the Association;
d. The sponsoring of projects addressing particular needs in the teaching of the humanities;
e. Such other means as may be deemed appropriate by the Board of Directors.

Article III — MEMBERSHIP

Section 1. Membership is open to any one interested in the purposes of this Association. Individuals and institutions shall become members upon the Executive Director's receipt of dues.

Section 2. The privilege of voting at a divisional business meeting and receiving mail ballots of that division shall be limited to members geographically located within that division, as specified in Article IV, 2.

Section 3. The annual dues of members shall be fixed by a majority vote of the Board of Directors of the Association.

Article IV — MEETINGS OF THE ASSOCIATION

Section 1. The Community College Humanities Association shall hold regular meetings each year, ordinarily one in or near each geographical division.

Section 2. For the purpose of planning programs and making other arrangements for the regular meetings of the Association, as specified in Section 1, there shall be respectively a Central Division (IL, IN, IA, MI, MN, MO, NB, ND, OH, SD, WI), an Eastern Division (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, PR, RI, VT), a Pacific-Western Division (AK, AZ. CA, HI, ID, MT, NV, OR, UT, WA, WY), a Southern Division (AL, FL, GA, KY, MS, NC, SC, TN, VA, WV), and a Southwestern Division (AR, CO, KS, LA, NM, OK, TX).

Section 3. Each regular meeting shall include an appropriate humanities program, a business meeting, and such other events as the divisional executive committee may deem fitting and consonant with the purposes of the Association. At each business meeting reports of the Board of Directors on the affairs of the Association and of the divisional executive committee on the affairs of the division shall be presented.

Section 4. Times and locations of the meetings arranged by the division shall be set by the divisional executive committee in consultation with the national office of the Association.

Section 5. Special meetings of the division or of the national Association may be called, given at least 60 days notice to the membership. Special national meetings may be called by the Board of Directors; special divisional meetings may be called jointly by the Board and the executive committee of the division.

Article V — OFFICERS OF THE DIVISIONS

Section 1. Each division shall elect officers at the regular business meeting of the Association which is arranged by that division. It shall be free to determine offices and manner of nomination for office, provided that

a. The responsibility for the affairs of the division be entrusted to an executive commmittee which shall include at least a president and a secretary.
b. The terms of the president and of the secretary of the division are two years and staggered;
c. No divisional officer shall serve more than two successive terms in the same office; and
d. The officers be chosen from among the members of the Association in that division.

Section 2. Each division shall be free to determine the duties of its officers, provided that

a. The president prepare a report to be delivered at the regular business meeting of his/her division and to be published subsequently in the proceedings of the Association.
b. The secretary keep records of the division and serve as an associate editor of the proceedings of the Association.
c. The executive committee assume responsibility for arranging the regular meetings held in its division, including, in so far as feasible, the raising of such funds as are needed for defraying the expenses of the meeting; and
d. The duties of divisional officers specified under articles VI and VII be performed.

Article VI — THE BOARD OF DIRECTORS

Section 1. The governing body of the Community College Humanities Association shall be a Board of Directors, all of whom are members of the Association. It shall be composed as follows:

The president of each division, during his/her term of office.

Others as nominated by the Board and elected by the membership for terms of not more than three years.

Ex officio, the Executive Director of the Association, elected for a three-year term by the Board of Directors.

The Chairman/woman (hereinafter designated as "Chair") of the Board of Directors elected for a three-year term by the Board of Directors from among the present or past presidents of the divisions. (The terms of the Chair and the Executive Director are to be staggered.)

Section 2. The Board of Directors shall not consist of more than eleven members. A majority of the members of the Board shall be considered a quorum.

Section 3. The Board of Directors shall meet at least once each year.

Section 4. The Executive Director of the Association shall maintain the national office of the Association, keep membership records, serve as treasurer of the Association, serve as editor of the publications of the Association, and carry out such other duties as the Board of Directors may require of him/her.

Section 5. The Chair of the Board of Directors shall be the chief executive officer of the Community College Humanities Association. He/she shall preside at meetings of the Board of Directors, appoint (with the advice and consent of the Board of Directors) members and chairpersons of the committees of the Association, and perform such other duties as specified by the Board of Directors.

Section 6. The Board of Directors shall have the power to appropriate funds from the treasury, to review the actions of the committees, the divisional officers, and the Executive Director of the Association, and to exercise all powers not herein assigned to other parties.

Section 7. The Board of Directors may appoint an executive committee to handle such matters that do not require the attention of the full Board.

Article VII — COMMITTEES OF THE ASSOCIATION

Section 1. There shall be three standing committees of the Association, as follows:

The Committee on Publications;
The Committee on Research and Development;
The Committee on the Status and Future of
Humanities Education in Community Colleges.

Section 2. Detailing the charges to the standing committees shall be the duty of the Board of Directors.

Section 3. Members of the standing committees shall be appointed from among the members of the Association for three-year terms.

Section 4. The Board of Directors may authorize the appointment of special committees as deemed necessary.

Article VIII — BYLAWS OF THE DIVISIONS

Section 1. Each division shall have an executive committee that must include, but is not limited to, the president and secretary of the division and the chairpersons of the standing committees specified in Section 3.

Section 2. The executive committee of each division shall meet at least once a year.

Section 3. The standing committees of each division shall include
The Program Committee for the Annual Meeting;
The Local Arrangements Committee for the Annual Meeting;
The Committee on Membership.

Section 4. The president of the division shall appoint, with the advice and consent of the executive committee, members and chairpersons of all committees.

Section 5. A division may adopt such other divisional bylaws as it sees fit, including bylaws for amending and adding bylaws, the changes to be effective unless, within a twelve-month period, the Board of Directors of the Association determines that they are not consonant with the purpose of the Community College Humanities Association or are not consonant with the constitution of the Association.

Section 6. The current edition of *Robert's Rules of Order* governs the divisions (and the Association) in all parliamentary situations.

Article IX — AMENDMENTS

Section 1. This constitution may be amended by two-thirds majority vote of the total votes cast at the regular business meetings of the five divisions, provided that the meetings occur within a given twelve-month period.

Section 2. Amendments to this constitution may be proposed only by a divisional business meeting, a divisional executive committee, the Board of Directors of the Association, or members presenting a petition carrying the signatures of at least thirty members of the Association to a divisional business meeting, a divisional executive committee, or the Board of Directors.

Section 3. Any proposal for amendment of this constitution must be announced to the members of the Association at least one month in advance of the first divisional business meeting at which a vote is to be taken.

Article X — RATIFICATION

Section 1. This constitution is to be ratified by a vote at the first regular meeting of each division. The constitution must be passed by a majority of those voting in each of three of the five divisions, and by a cumulative majority of the total votes cast in all five divisions.

Section 2. Only those association members present at the divisional meetings may vote on the ratification of this constitution.

Duties of Standing Committees

The Committee on Research and Development

This committee will work to promote the aims of the Community College Humanities Association by soliciting and disseminating ideas on the humanities and ways the teaching of the humanities can be advanced in community colleges. In particular, the committee shall do the following:

1. Determine the problems and concerns of faculty as these pertain to teaching, curriculum development, scholarship in the humanities, and collaboration with other educational institutions;

2. Consider ways for the identification and development of materials of instruction for the teaching of the humanities in community colleges;

3. Make such recommendations as it deems proper to the Board of Directors concerning programs the Association may appropriately take to strengthen the humanities in community colleges, especially as this relates to teaching;

4. Assist the Board in identifying humanities faculty in two- and four-year colleges who have done distinguished work in curriculum development and in teaching;

5. Respond to requests made to the Association for information germane to the teaching of the humanities in community colleges; and

6. Keep itself informed about the work of the other standing committees of the Association.

The Committee on the Status and Future of Humanities Education in Community Colleges

It shall be the responsibility of this committee to keep itself and the officers and members of the Community College Humanities Association informed about, and to make recommendations concerning, trends in the undergraduate study of the humanities, particularly in community colleges. It shall do so by conducting statistical surveys—at appropriate intervals, by reporting on research, and by staying abreast of changes in undergraduate education in two-and four-year colleges as these changes are reported in publications, by professional associations, and by various agencies. The committee shall also keep itself, the officers, and the members of the Association informed about the existing employment conditions of humanities teachers in community colleges, and about employment prospects in community colleges for those trained in the humanistic disciplines.

The Publications Committee

It shall be the responsibility of this committee to develop and recommend policies to the Board of Directors regarding the publications of the Association. In addition, it shall assist the editor(s) of Association publications in determining issues to be addressed, in securing writers, and in other areas pertinent to the publications. The committee members shall also serve as editorial advisers.

Standing Committees of the Association

The Committee on Research and Development

Myrna Goldenberg, Chair
Associate Professor of English
Montgomery College (MD)

Barbara Bilsr n
Professor of English
Santa Monica College (CA)

M. Thomas Cooper
Dean, Arts and Humanities
Monroe Community College (NY)

Kathy Earley
Associate Professor of English
Middlesex County College (NJ)

Rhonda Kekke
Professor of Spanish
Kirkwood Community College (IA)

Benjamin Ladner
Executive Director
National Humanities Faculty (GA)

Bruce B. Suttle
Professor of Philosophy
Parkland College (IL)

The Committee on the Status and Future of Humanities Education in Community Colleges

Donald Porter, Chair
Professor of Philosophy
College of San Mateo (CA)

Janice Allen
Instructor of French
Seminole Community College (FL)

Thomas F. Boghosian
Associate Professor of English
and Developmental Studies
Atlantic Community College (NJ)

Daniel Horowitz
Associate Professor of History
Scripps College (CA)

William Krieger
Chairman, Humanities Division
Fort Steilacoom Community College (WA)

Joe B. Rushing
Chancellor
Tarrant County Jr. College (TX)

Susan S. Waugh
Professor of English
St. Louis Community College/Meramec (MO)

The Committee on Publications

Frances P. Osborn, Chair
Professor of English
Monroe Community College (NY)

Billy Dowdy
Professor of English
McLennan Community College (TX)

Richard C. Ford
Instructor of Political Science
Muskegon Community College (MI)

Judith Jeffrey Howard
Arlington (VA)

Janice K. Kido
Instructor, Speech Communication
University of Hawaii at Hilo (HI)

John N. Terrey
Executive Director
State Board of
Community College Education (WA)

Alice Villadsen
Division Chair, Humanities
John C. Calhoun
State Community College (AL)

Arnold Wilson
Professor of Philosophy
University of Cincinnati (OH)

Please enroll me as a member of the CCHA and enter my subscription to the *Community College Humanist* and the *Review and Proceedings* of CCHA. My dues of $15 are enclosed.

NAME: _____

INSTITUTION: _____

_____

FIELD: _____

TYPE OF WORK: _____

Cut or tear here and mail to CCHA, Union County College, 1033 Springfield Avenue, Cranford, NJ 07016.

Dues are tax deductible.

Please list the names and addresses of others you think would be interested in the Association.

Name _____

Address _____

_____

Name _____

Address _____

_____

Name _____

Address _____

_____

ERIC Clearinghouse for Junior Colleges JUL 13 1984